



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

## Assessment Policy and Schedules Compressed courses 2019

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**Our school stands proudly on Bundjalung land**

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## Abbreviations used in this document

NESA	NSW Education Standards Authority (previously BOSTES)
SCSoDE	Southern Cross School of Distance Education
RoSA	Record of Student Achievement
HSC	Higher School Certificate
KLA	Key Learning Areas
VET	Vocational Education and Training
DEMS	Distance Education Management System

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# Preliminary Course Overview

This booklet contains information concerning assessment tasks used to measure academic progress for Preliminary courses at Southern Cross School of Distance Education.

Assessment of academic progress will measure a student's achievement relative to other students attempting the same course.

Assessment could include both formal test situations and observation of student's performance. In a particular subject, these may involve some of the following:

- written, practical, speaking and listening tasks
- assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- exams or tasks under exam conditions

Each course will issue information regarding requirements that are particular to that course.

## Satisfactory completion of Preliminary courses

Satisfactory completion of Preliminary courses to the value of 12 units is a prerequisite for the award of a Higher School Certificate.

Satisfactory completion of each Preliminary course is dependent on students successfully applying the information in this booklet and showing diligent and sustained application to their studies.

Before a student can be judged to have satisfactorily completed a Preliminary course the Principal must certify that they have:

1. made a satisfactory effort in all their studies, i.e. applied themselves with diligence and made a sustained effort
2. achieved some or all of the syllabus outcomes
3. completed the course requirements in terms of practical, oral and project works, i.e. have followed the course as set by the school
4. completed assessment tasks worth more than 50% of the available assessment task marks for each course. (excluding VET Framework courses)
5. satisfactory completion of required work placement hours for VET Framework courses

## Record of Student Achievement

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is not a one off document, it is a progressive credential. Students will only receive their RoSA once they leave school prior to completing the HSC.

The RoSA will provide a profile of the achievement of each student in relation to the course performance descriptors for Year 10 and 11. At the end of Year 11 student's achievement will be recorded to indicate their achievements in the course they have studied over the Preliminary year.

Eligibility for the awarding of a RoSA is gained through the satisfactory completion of Stage 5 courses in Year 10. Where a student has been deemed ineligible for a RoSA credential they will receive a transcript of study.

## Pattern of study

NESA mandates that to be eligible for the RoSA and the HSC you must complete a Preliminary pattern of study comprising at least 12 units that includes:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

For a Preliminary year leading to an HSC with an ATAR (university entrance) your pattern of study must include:

- at least 12 units (i.e. 6 subjects)
- at least 10 units of Board Developed Courses
- at least 2 units of a Board Developed course in English (not English Studies)
- at least 8 units of category A courses
- only 2 units of Category B courses (VET)

## Schools with single course students accessing distance education

The distance education enrolment guidelines state:

“The maximum number of units studied by a student including the distance education course, must not exceed 13 units in the preliminary course and 11 units for the HSC course.”

*Distance education revised enrolment procedures p13*

## All my own work

Students must complete the *HSC: All my own work* course as a requirement for enrolment in Preliminary courses. Completion of this course must be recorded on the NESA schools online data collection section prior to Preliminary course entries.

Students entered only as Stage 6 Life Skills courses are exempt from this requirement.

## “N” Determinations

Students who do not make a genuine attempt to adequately complete their course may be awarded an “N” determination in that subject. This means that the course will not be recognised for the RoSA or HSC.

If a student is in danger of receiving an “N” determination the faculty will inform the students and confirm with a letter home. This letter will include details of all outstanding work to be completed and this will be done in time for the student to redeem his/her position. N determinations are made in September each year

## **Students who accumulate the HSC (Pathways)**

Students, who gain approval to accumulate the HSC over a number of years, will receive their Preliminary and HSC Assessment information each relevant year.

The Pathways option allows an extended time frame to gain the award of a RoSA or the HSC. When students select the pathways options they still have to meet the requirements of completing each subject in the set 12 month period. Pathways offer an extended time for the awarding of the credential not for the completion of each subject. When completing a pathways option it is the number of subjects that is reduced each year **not** completion of the same courses over a number of years.

## **Compressed course delivery**

Students who are enrolled in a compressed course will have an adjusted assessment schedule suitable to the time frame for that mode of delivery. An assessment policy specifically relevant to compressed course students will be provided to the school and students.

## **Attendance**

While NESA does not mandate attendance requirements, the Principal may determine that, as a result of insufficient return of work, the course completion criteria have not been met. This will be regarded seriously by the Principal who will give students early warning of the consequences of such absences. Attendance in DE is viewed as engaging in the learning activities and returning work provided by your teacher in a diligent and sustained manner.

## **Repeat Students**

Students who are repeating Preliminary courses will be assessed only on assessment tasks completed in the repeat year.

## **Courses Studied through NSoL/ EVET/ TAFE**

Each of these organisations will provide their own assessment schedule to the student where applicable.

## **Courses studied with an Outside Tutor**

The school will submit assessment marks, endorsed by the Principal, for students studying courses with an outside tutor. When AMEB music is taught outside the school, assessment marks are not required.

**The details of the SCSDOE Preliminary Assessment Policy follow. This should be read carefully by staff, students and their parents/carers to ensure thorough understanding. Any enquiries can be made to the year adviser, single course coordinator or curriculum head teacher.**

# Preliminary Assessment Procedures

Teachers are required to weigh up the individual context of each student in the application of this policy.

## Assessment tasks

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for the RoSA involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the common grade scale. Assessment is an integral part of teaching and learning and must be supportive of student learning and achievement.

## Timing and notification of assessment tasks

The Year 11 assessment period will commence Week 6 Term 4 2018 and conclude Week 2 Term 2 2019. The Year 12 assessment period will commence Week 3 Term 2 2019 and conclude Week 6 Term 3 2019. The timing of tasks is published in the assessment schedules included in this booklet. Where possible, all assessment tasks are to be held no later than week 8 of each term.

Teachers will provide:

- Notification of specific dates of assessment tasks issued in writing at least ten school days prior to the due date for the task.
- Information on the type of task, its value, the outcomes to be assessed, marking guidelines and the mode of submission for the task.

Ideally no task will fall within the ten school days prior to the major examinations at the end of the course.

It is the student's responsibility to notify the relevant teacher or the KLA head teacher if they have not received complete details of assessment information for any course. This may have resulted because of absences, illness or other circumstances that prevented the student being given the information.

Students are expected to perform all tasks which are part of the assessment program in the courses being studied.

## Number of assessment tasks

A balance is essential between obtaining sufficient information about student's learning and the number of assessment task. For 2 unit courses 3 to 5 assessment tasks will be scheduled except in English which has 4 to 6 assessment tasks. For 1 unit courses 2 to 3 assessment tasks will be scheduled.

## Value of assessment tasks

Assessment tasks generally will be worth not less than 10%, or more than 40% of the total available assessment marks. In general later tasks will carry more weight than earlier tasks.



## **Nature of assessment tasks**

A range of assessment strategies will be used to ensure that a variety of tasks are provided to assess the different components of each course. Assessment tasks will be appropriate to the outcomes of the course being assessed. The range of tasks used will meet the criteria of the appropriate syllabus, reflecting a range of assessment instruments and an appropriate balance between knowledge /understanding outcomes and skills outcomes. Tasks will be set at an appropriate level of difficulty that allows the full range of marks to be achieved.

Each faculty will have, on record, a document which shows how the course assessment components given in syllabus documents are incorporated into the assessment program. The relevant head teacher is responsible for ensuring these are present for each course and meet syllabus requirements.

Assessment will not:

- take into account the conduct of the student;
- compensate for such factors as; extended illness, misadventure or domestic problems affecting the preparation or performance of a student during the course

## **Invalid assessment tasks**

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration.

In the event of an invalid task, a review will occur and the student(s) will be given a replacement task.

## **Mode of submission and due date of assessment tasks**

All tasks are to be returned to Southern Cross School of Distance Education by the due date indicated on the assessment task notification.

Students must submit their assessment tasks via the mode specified on the assessment task notification page. This may include digital or hard copy.

## **Feedback on completed assessment tasks**

Once an assessment task is marked it will be returned to the student with a mark and a written comment.

## **Extensions**

Students are able to apply for an extension of time for their assessment tasks. Requests for a time extension for an assessment task must be made to the course teacher prior to the due date.

Students should complete the application for extension of time for an assessment task form enclosed in this booklet and send it to their teacher OR make a request via phone or email and the required form will then be completed and lodged on your behalf by the teacher.

Requests will be granted if the teacher and the subject head teacher are convinced that a genuine case exists.

## **Late Submission of a Task**

If a student submits an assessment task late without an application for extension of time a 50% penalty for each day late will be imposed.

## **Non-completion of assessment tasks**

A refusal by a student to complete a task or to meet the submission requirements will result in a zero award for the task.

The teacher will inform the student and parents in writing of the penalty following a telephone call with the student. The task will still need to be completed in order to satisfy the requirements of the course.

In the case of prolonged absences, the head teacher and the deputy principal will confer.

## **Appeals against assessment task determinations**

At times students may appeal against a determination, including a mark or grade, late submission penalty or a zero determination made by a teacher.

The processes for an appeal are:

### **Student**

- lodge an appeal in writing within one (1) week of receiving the determination
- seek support from their year adviser if required, and
- provide documentary evidence from an independent professional, such as a doctor's certificate.

### **Teacher**

- inform their KLA head teacher, head teacher curriculum and deputy principal of the appeal on the day it is received
- confer with their KLA head teacher on the acceptability of the explanation, and
- provide their KLA head teacher, the head teacher curriculum and deputy principal with copies of the Appeal and the original written notice of the determination together
- with any other relevant documentation.

### **Deputy Principal/Principal**

Will:

- form a review panel
- ensure the panel meets promptly after the receipt of the appeal in the school, and,
- notify the appellant in writing the result of the review.

## **Disability provisions**

Disability provisions are available to students who need them to complete a task (e.g. for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

If disability provisions are required the student must notify the school when first enrolled and again at the beginning of each school year.

## **Assessment marks**

Each faculty is responsible for maintaining complete, accurate and secure records of each assessment task given. This includes duplicate copies, one electronic copy in DEMS and the other as a hard copy in administration.

## **Reporting**

Formal school reports are prepared at the end of the Preliminary course. These reports will indicate student achievement in course assessment activities, their development of learning behaviours and a teacher comment. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

Reports will indicate Preliminary course exam marks, exam ranks and course ranks. In subjects that do not have an end of Preliminary course exam only the course rank will be reported. Course ranks will indicate how the student's achievement compares with that of the cohort group. Student effort will be reflected in the learning behaviours and teacher's comments.

## Preliminary Grades for the RoSA

After the completion of each Preliminary course teachers are responsible for recommending a RoSA grade that best reflects the student's achievement as measured against the Common Grade Scale. Grades are reported by NESA on the each student's transcript of study and RoSA or HSC credential.

### The Preliminary Common Grade Scale

The Common Grade Scale is used to report student achievement in the Preliminary Stage 6 year in all NSW schools and describes performance at each of five grade levels as listed on BOSTES website:

#### **A**

*The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.*

#### **B**

*The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.*

#### **C**

*The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.*

#### **D**

*The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.*

#### **E**

*The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.*

<http://www.boardofstudies.nsw.edu.au/rosa/principals-teachers/common-grade-scale-pre-courses.html>

## **Examinations and tasks to be completed under exam conditions**

Students are to be fully supervised in timed conditions as prescribed by the examination notification. Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Reading time is provided at the beginning of each examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA and is listed as required for the exam or task
- speak to any person other than a supervisor during an examination, behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable
- take water bottles with labels into the exam room
- alter the exam times unless granted permission for disability provisions

Consequences for breaches of the examination rules will result in a finding of malpractice and the assessment task mark will be penalised. Students must make a serious attempt at all examinations.

A serious attempt means attempting all questions to the best of your ability, avoiding foul language or inappropriate responses. Any non-serious attempts will result in a zero determination and students will be required to re sit the examination paper

## **Examination timetables**

Examination timetables will be produced for compressed course students; schools will be provided with a copy and are requested to follow. However, schools that do not follow the suggested timetable are requested to hold the exams within the security period of weeks 8, 9 and 10 Term 1 for the Preliminary examinations. No schools are to hold exams after week 10 for the Preliminary examinations as it is too late for marking and to meet course completion deadlines for roll over in to the HSC component of the course. Schools are to ensure requests in regard to scheduling of DE exams is communicated to SCSODE.

## Illness/Misadventure

At times students may suffer an event or illness that affects their ability to participate in or complete an assessment task. If there is an incident which is likely to affect a student's performance, the student can submit an illness/misadventure appeal.

For an **examination** the student must:

- inform the year adviser or the single course coordinator before the examination begins and /or contact DE immediately if illness or misadventure occurs during the examination
- complete the appeal form and return within one week of the date of the examination
- provide evidence or supporting documentation e.g. a medical certificate and an appeal form to support the illness/ misadventure claim.

Appeal forms can be found in this booklet

For a **scheduled assessment task** the student must:

- inform the subject teacher and head teacher, year adviser or single course coordinator immediately and return an appeal with supporting evidence to explain the circumstances surrounding the illness and/or misadventure
- complete the appeal form and return within one week of the date of the assessment task

Once an Appeal form is received:

- a panel will be formed by the head teacher curriculum in consultation with the deputy principal to review the appeal and assessment task
- results of the appeal will be notified in writing to the student

Where the appeal is upheld the student will be provided with an alternate task or a new date for same task if this does not compromise assessment procedures. In exceptional circumstances, such as death of a family member, the students overall assessment mark should be based upon pro rata increases to weightings of assessments the student has completed to end with mark out 100. Where an appeal is overturned the student will receive a zero determination for the task.

## Honesty in assessment

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged in full. General teaching and learning does not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

## Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice, including plagiarism, could lead to a student receiving zero marks and may jeopardise their Preliminary results. Malpractice is an activity that allows a student to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person such as a parent, coach or subject expert has substantially contribute towards
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## Consequences of malpractice

Where a teacher believes they have evidence of malpractice, including but not restricted to plagiarism, a letter outlining the suspected form of malpractice along with evidence will be sent to the supervisor and student. Information regarding any penalty applied will also be included.

Students have the right to appeal a malpractice determination if they believe they have acted with integrity. When submitting an appeal, students will be required to provide evidence that they did not breach any of the assessment task rules or take part in any form of malpractice. Such evidence might include but is not limited to providing documentation of and explaining the processes of the work, which might include study notes, diaries, journals, working plans or sketches, and/or progressive drafts to show the development of ideas.

## Unsatisfactory completion of a subject

Unsatisfactory completion of a subject is referred to as an “N” determination and when a student is in danger of receiving an “N” determination they will be notified by a warning letter.

If a student is not meeting the requirements of a subject and is in danger of receiving an “N” determination; their subject teacher will discuss with them how they can avoid an “N” determination.

A warning letter will be sent outlining what must be completed and the date for it to be completed. When a warning letter is sent to a student it indicates how the student is not currently meeting the course requirements. It will also outline the work required for the student to complete and a reasonable timeframe to redeem themselves in that subject.

If a student receives a warning letter they should contact the teacher to discuss in detail what they need to do.

Where a minimum of two warning letters in a subject has been sent to a student and the work outlined in the letter is **not** completed, the warning letter will be recorded as unredeemed. This will be evidence used when considering an “N” determination.

If the student does not meet the agreed requirements by the end of Year 11, a recommendation for an “N” determination for that course will be given to the Principal.

If a student receives an “N” determination they have the right to appeal against the determination.

## Communicating school policy and procedures regarding assessment

DE provides for this in the following ways:

- distribution of the booklet “Preliminary Assessment policy and schedules” to all full
- time students and all schools with Year 11 students enrolled
- requesting that single course students are provided with a copy of their assessment schedule by their Supervisor at their home school
- requesting that single course students are informed of differences between the DE policy and the home school policy
- having teachers of each course provide course outlines and assessment details to all their students
- providing students undertaking compressed patterns of study with an adjusted assessment schedule to meet the timetable for completing the compressed course

## Evaluating the school policy

The Preliminary Assessment policy is evaluated annually by the curriculum head teacher, executive staff and the curriculum team. This evaluation includes the policy, procedures and lines of communication associated with its implementation.



## Responsibility of the student

It is the responsibility of the student to:

- Complete all tasks  
It is expected that students will complete all tasks, make a genuine attempt with no sign of malpractice.
- Keep informed  
Students are to ensure that they keep all information regarding assessment tasks.
- Complete tasks at the appointed time  
It is a student's responsibility to complete an assessment task on or by the day it is due and post it as soon as possible. Alternate arrangements require prior agreement by their subject teacher.
- Request adjustments to assessment schedules where necessary  
This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.
- Report absence from tasks  
Necessary documentation must be provided if a student is unable to submit a task at the appointed time.
- Be aware of requirements  
Students need to keep up to date with NESA requirements for the award of the RoSA and the HSC
- Follow their assessment schedules  
Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.
- Be familiar with the school policy  
Students are expected to be aware of the Southern Cross School of Distance Education Preliminary Assessment Policy as detailed in this booklet.
- Report and apply  
The onus is on students to report and apply for Illness/misadventure where appropriate.
- Seek advice  
It is the student's responsibility to seek advice from the year adviser or the single course coordinator if there is a problem which has not been resolved satisfactorily within a course.

## **Responsibility of the supervisor**

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities
- Know who the student's teachers and year advisers are
- Assists students as required
- Maintain and facilitate contact with teachers
- Ensure students have a copy of all relevant subject assessment guidelines and schedules
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks
- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- Inform Southern Cross School of Distance Education if the Preliminary exam schedule is not being followed and notify the dates the school will conduct the exams.
- Keep a record of receipt and postage of work and assessment tasks.

## Responsibility of the teacher

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their head teacher, which provides engaging learning experiences for their students
- Establish an assessment schedule that consists of 3 – 5 assessment activities or 4 – 6 assessments activities in English, covering the full range of outcomes in that course, ensuring more than one outcome is addressed in each task
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in different ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Individualise and personalise the learning program for their students
- Monitor the engagement in learning of students and support students who are falling behind as well as sending warning letters if where appropriate
- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in DEMS
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement
- Match, in consultation with the subject head teacher, the overall picture of each student's achievement to the most appropriate level as described by the common grade scale.
- Keep a range of work samples including assessment tasks, marking guidelines, student work and feedback as required by NESA.

# Contacts for Assessment Advice

## Within the school:

### Mr Danny Henman

- Principal Southern Cross School of Distance Education

### Ms Sharon Hodgson

- Deputy Principal

### Mr David Thick

- Deputy Principal

### Ms Tiffeny Cox

- Manager of assessment in DE including the School Policy and preliminary Assessment Program and Procedures to be followed
- Provides advice on subject selections, assessment policy and its implementation
- Appeals
- Provides access to subject guidelines, syllabuses, NESA assessment guidelines.

### Mrs Michelle Dowling

- Single Course Coordinator
- The NESA Administrator
- The NESA contact regarding specific problems.

## Outside the school:

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

The NESA Liaison Officer

phone: 02 66 593 274

fax: 02 66 593 275

Please note:

**Head Teachers** are:

- Responsible for own faculty assessment implementation.
- Available to discuss problems related to tasks which cannot be resolved with teacher.

**Remember, the student's teacher is usually the first person to contact for assistance with any problems that you may encounter.**



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## Forms

### Application for extension of time for an assessment task

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

I, \_\_\_\_\_ formally request an extension of time for:

Task No: \_\_\_\_\_ Subject: \_\_\_\_\_

Nature of task:

\_\_\_\_\_  
\_\_\_\_\_

Which is due on: \_\_\_\_\_ (day, date and time)

Reason:

\_\_\_\_\_  
\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**OR**

☐ Request received via phone call and form completed by \_\_\_\_\_

(teacher/ year adviser) on behalf of student.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Decision for extension of time for an assessment task

### ***Teacher to complete:***

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

☐ Not supportive of extension request

Reason:

\_\_\_\_\_

\_\_\_\_\_

☐ Support for extension request

Reason:

\_\_\_\_\_

\_\_\_\_\_

New Due Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Head Teacher to complete:**

☐ Approval has not been granted

☐ Approval is given for the extension to be granted

**Reason:**

\_\_\_\_\_

\_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Appeal against assessment task determinations

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

### Appeal details:

Assessment task No: \_\_\_\_\_

Assessment task details:

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Evidence and reasons for appeal:

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I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Malpractice determination appeal

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

### Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- ☐ study notes
- ☐ Supervisor's statement providing evidence that refutes malpractice claim
- ☐ Other (e.g. statutory declaration) please specify:  
\_\_\_\_\_

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Supervisor's statement Malpractice determination appeal

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes malpractice claim. Please attach any supporting documentation.

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I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Illness/misadventure appeal

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

### Appeal details:

Assessment task	Date	Reason for appeal

Supporting documentation attached:

- ☐ Medical certificate
- ☐ Supervisors statement
- ☐ Other (e.g. statutory declaration )- please specify:

\_\_\_\_\_  
\_\_\_\_\_

Student appeal:

I have read and understood the assessment policy.

I consider that my assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Supervisor's statement Illness/misadventure appeal

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Did the student report illness/misadventure prior to attempting the task? Yes or No (please circle)

Please fully record your observations or understanding of the illness/misadventure suffered by the student.

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I consider that the student's assessment task performance was affected by illness or unforeseen misadventure.

I declare that all the information I have provided is true.

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## Non-serious attempt determination appeal

Student name: \_\_\_\_\_

Subject: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Contact number(s): \_\_\_\_\_

Evidence to support that a serious attempt was made during the examination:

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Supporting documentation attached:

- ☐ study notes
- ☐ Supervisor's statement providing evidence that refutes non-serious attempt determination
- ☐ Other (e.g. statutory declaration ) please specify:

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I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## **Assessment Schedules for Compressed courses**

**Exact dates for tasks will be given to students in writing at least 10 school days prior to the task**

## Business Studies

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task description	Nature of Business Test type Multiple choice and Short Answer	Business Planning Research and Business Plan	All topics Final Examination	
Timing	On or before 4 Feb 2019	On or before 18 March 2019	On or before 30 March 2019	
Outcomes	P2, P3, P4, P5,P6,P8,P9, P10	P7,P8, P9	All outcomes P1- P10 inclusive	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10	5	10	25
Inquiry and research	5	10		15
Communication of business information, ideas and issues in appropriate forms	10	5	5	20
Total value	35	30	35	100

### Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task Description	Operations Topic Test Case Study research and essay	Marketing and Finance Business Report and stimulus application	Trial HSC examination All Topics	
Timing	On or before 17 May 2019	On or before 2 July 2019	As per exam timetable	
Outcomes	H2, H4, H5, H9	H1,H2, H3, H4, H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	5	5	20	30
Stimulus-based skills	10	10	10	30
Inquiry and Research	5	5		10
Communication	10	10	10	30
Total value	30	30	40	100



## Community and Family Studies

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Task type	Research task	Case study	Yearly examination	
Content	Resource management	Individuals & groups	All the course	
Task date	Term 1 Week 6 2019	Term 1 Week 10 2019	Term 1 Exam Week 2019	
Outcomes	P4.1, p4.2,p5.1, p6.1	P2.1, p2.3, p2.4	P3.2, p4.1,p4.2	
Knowledge and Understanding of course content	10	15	15	40
Skills in critical thinking, research, analyzing and communication	15	20	25	60
Total value	25	35	40	100

### Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Task type	IRP	Groups In Context	Parenting and caring	HSC Trial exam	
Content	IRP Plan 5mks IRP Product 15mks IRP Diary 5mks	Research Report	Core 3	Core 1,2,3	
Task date	Term 2 Week 2 2019 Plan Term 2 Week 5 2018 Product/Diary	Term 2 Week 9 2019	Term 3 Week 12 2019	Year 12 Trial exam period 2019 Term 3 Exam week	
Outcomes	H.41, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1	H1.1, H2.1, H2.2, H3.2, H3.2, H3.4, H5.1, H5.2, H6.1	H1.1 to H6.2	
Knowledge and understanding of course content	8	10	10	12	40
Skills in critical thinking, research methodology, analysing and communicating	12	15	15	18	60
Total value	20	25	25	30	100

## Driver Education

### Year 11

Components	Task 1	Task 2	Task 3	Weighting
Task date	Term 1 2019 Week 8	Term 1 2019 Week 11	Term 1 2019 Exam week	
Task type	Presentation	Research	Written report	
Content	Module 1 and 2 Getting a License and keeping it Website analysis	Module 3 and 4 Support group awareness Behaviours and attitudes	Module 5 and 6 Drink driving and drug driving Speed kills	
Outcomes	1.1, 1.3, 2.1, 2.2, 2.3	3.1, 3.2, 4.1, 4.2, 4.4, 4.5	5.1 – 5.5 6.1 – 6.5	
Knowledge and Understanding of course content	10	15	15	40
Skills in critical thinking, research, analyzing and communication	20	20	20	60
Total value	30	35	35	100

### Year 12

Components	Task 1	Task 2	Task 3	Task 4	Weighting
Task type	Critical inquiry	Visual presentation / written report	Research task	Year 12 Trial examination	
Content	Module 1 & 2	Module 3 & 4	Option 1 & 2	All topics	
Task date	Term 2 2019 Week 4	Term 2 2019 Week 8	Term 2 2019 Week 12	Year 12 trial examination 2019 Week 14	
Outcomes	7.1-7.5, 8.1-8.5	9.1 – 9.5, 10.1-10.5	O1.1, O1.4, O1.5, O2.3, O2.4	7.1-10.5 in addition elective outcomes	
Knowledge and Understanding	10	10	8	12	40
Critical thinking, research, analysis and communication	15	15	12	18	60
Total value	25	25	20	30	100

## Earth and Environmental Science

### Year 11

Component	Task 1 Practical Investigation	Task 2 Practical Investigation	Task 3 Exam	Weighting
Timing	Term 1 2019 week 2	Term 1 2019 week 6	Term 1 2019 week 10	
Knowledge and understanding	15	10	15	40
Skills in Working Scientifically	15	30	15	60
Total value	30	40	30	100

### Year 12

Component	Task 1	Task 2	Task 3	Weighting
Task description	Practical	Depth Study- Practical and report	Trial Exam	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3 Week 6	
Knowledge and understanding	10	15	15	40
Skills in Working Scientifically	30	15	15	60
Total value	30	40	30	100

## Economics

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Research and report: Comparing Economies	Research-based extended response: The nature and role of markets in the Australian economy	End of course examination	
Timing	Term 1 Week 2	Term 1 Week 7	Term 1 As per SCSODE exam timetable	
Outcomes	P1, P2, P5, P7, P10, P12	P1, P3, P5, P7, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10	5	5	20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Research task for a domestic economy outside Australia	Half Yearly examination	Economic policies and management: Research, interpretation and application	Trial HSC examination	40
Timing	Term 2 Week 5	Term 2 Week 9	Term 3 Week 5	Term 3 - As per exam timetable	
Outcomes	H1, H3, H4, H7, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	H1, H2, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content	10	10	5	15	
Stimulus-based skills		5	5	10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total value	25	20	25	30	100

## Food Technology

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Component	Research/Design Project:Food availability and selection	Research and Practical:Nutrition	Research and experimentation:Food quality	
	Outcomes: P1.2,P4.2	Outcomes: P2.1,P3.1, P3.2, P4.3P 5.1	Outcomes: P2.2, P3.2, P4.1, P4.4	
Timing	Week 7	Week 10	Week 14	
Knowledge and understanding of food technology				20
Skills in researching, analysing and communicating food issues	10	10	10	30
Skills in experimenting with preparing food by applying theoretical concepts		10	20	30
Skills in designing, implementing and evaluation food solutions.	10	10		20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Task – Food Manufacture	Report-Australian Food Industry	Nutrition Food Product Development	Trial HSC – written exam	
	Outcomes: H1.1	Outcomes H1.4, H3.1, H5.1	Outcomes H4.1, H4.2, H5.1	Outcomes H1.1, H1.2, H1.3, H1.4, H2.1	
	Term 2 Week 4 Dec 13 2018	Term 2 Week 7 Feb 7 2019	Term 3 Week 10 Feb 25 2019	Term 3 Week 8 TBA	
Knowledge and understanding about the Aust. Food industry, food manufacture, food product development and contemporary food issues(nutrition or marketplace)	5			15	20
Research analysis and communication	10	10		10	30
Experimentation and evaluation		10	20		30
Design, implementation and evaluation		10	10		20
Total value	15	30	30	25	100

## French Beginners

### Year 11

Component	Task 1	Task 2	Task 3 Yearly Exam	Weighting
Timing	Term 1, 2019 Week 2	Term 1, 2019 Week 6	Term 1, 2019 Week 10	
Skill area	S, W	L, R	S, L, R, W	
Outcome	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3	2.1, 2.2, 2.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)	15		5	20
Listening (L)		15	15	30
Reading (R)		15	15	30
Writing (W)	15		5	20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 2, 2019 Week 3	Term 2, 2019 Week 8	Term 3, 2019 Week 1	Term 3, 2019 Week 6	
Skill area	R, W	L, S	S	L, R, W	
Outcomes	2.1, 2.2, 2.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.3, , 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

## Geography

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	Biophysical Environments - Case Study	Senior Geography Project - Fieldwork and research project	Preliminary Examination	35
Due	12 December	13 March	3 April	
Outcomes	P1, P2, P3, P4, P6.	P7, P8, P9, P11, P12.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
Geographical Research	10	15	10	
Interpretation and synthesis of geographical stimulus	5	5	10	20
Geographical writing	10	15	20	45
Total value	25	35	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Weighting
Description	Urban Places Fieldwork	Ecosystems at Risk Oral Presentation	Trial HSC Examination	30
Due	5 June 2019	31 July 2019	Exam week As scheduled	
Outcomes	H1, H3, H7, H8, H9, H10, H11, H12, H13	H7, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	
Geographical Research	10	10	10	
Interpretation and synthesis of geographical stimulus	5	5	30	40
Geographical writing	10	10	20	40
Total value	25	25	50	100

## Japanese Beginners

### Year 11

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 2, 2019 Week 3	Term 2, 2019 Week 8	Term 3, 2019 Week 1	Term 3, 2019 Week 6	
Skill area	R, W	L, S	S	L, R, W	
Outcomes	2.1, 2.2, 2.4 3.1, 3.2, 3.3	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.5 3.1, 3.2, 3.3	1.1, 1.2, 1.3	2.1, 2.2, 2.3, , 2.4, 2.5 3.1, 3.2, 3.3	
Speaking (S)		10	10		20
Listening (L)		20		10	30
Reading (R)	20			10	30
Writing (W)	10			10	20
Total value	30	30	10	30	100

### Year 12

Component	Task 1	Task 2	Task 3 Yearly Exam	Weighting
Timing	Term 1, 2019 Week 2	Term 1, 2019 Week 6	Term 1, 2019 Week 10	
Skill area	L, R	S, W	S, L, R, W	
Outcome	2.1, 2.2, 2.4	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	
Speaking (S)		15	5	20
Listening (L)	15		15	30
Reading (R)	15		15	30
Writing (W)		15	5	20
Total value	30	30	40	100



## Modern History

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
	Source based task Investigating Modern History	Research essay or presentation Historical Investigation	Yearly Examination	
	Wednesday 19 <sup>th</sup> December 2018	Wednesday 27 <sup>th</sup> February 2019	As per SCSODE exam timetable	
	Outcomes assessed MH11-4, MH11-6, MH11-7, MH11-8, MH11-10	Outcomes assessed MH11-2, MH 11.3, MH11- 6, MH11-8, MH11-9	Outcomes assessed MH11-1, MH11-3, MH11-4, MH11-5, MH11-9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms		10	10	20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task	Russia Essay	World War I Source Based Task	Indochina Research Report	All topics Trial HSC	
Timing	Term 2 Week 4	Term 2 Week 8	Term 3 Week 2	As per SXDEC exam timetable	
Outcomes	1.1, 1.2, 2.1, 3.2, 3.4, 4.2	3.2, 3.3, 3.4, 4.1, 4.2	3.1, 3.2, 3.3, 3.5, 4.2	1.1, 2.1, 3.3, 3.4, 4.2	
Knowledge and understanding of course content	5	10	5	20	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	5	10	5		20
Historical inquiry and research	10		10		20
Communication of historical understanding in appropriate forms		5	5	10	20
Total value	20	25	25	30	100

## Legal Studies

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	The Legal System: Research and Response Task.	Resolving disputes: Research and extended response.	Yearly examination.	
Timing	Friday week 2, Term 1, 2019	Friday week 7, Term 1, 2019	Term 1 week 9, 2019	
Outcomes	P1, P2, P3, P4, P6, P9	P1, P4, P5, P7, P8, P9.	P1, P2, P3, P4, P5, P6, P7, P9, P10.	
Knowledge and understanding of course content	5	5	30	40
Analysis and evaluation	10	10		20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Weighting
Description	Crime: Case study	Human rights: Research task	Trial HSC examination	
Timing	Friday week 6, Term 2, 2019	Friday week 1, Term 3, 2019	Weeks 3/4 Term 3, 2019 As per exam timetable	
Outcomes	P1, P2, P3, P4, P6, P9	P1, P4, P5, P7, P8, P9.	P1, P2, P3, P4, P5, P6, P7, P9, P10.	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	10	10		20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total value	35	35	30	100

## Personal Development, Health & Physical Education

### Year 11

Components	Task 1	Task 2	Task 3	Weighting
Task date	Term 2 Week 7 2019	Term 1 Week 13 2019	Term 1 Year 11 examination Week 15	
Task type	Research report	Written report	Year 11 exam	
Content	Core 1 Better health for individuals/First aid	Core 2 The body in motion/Fitness choices	All topics	
Outcomes	P1 – p6, p15, P16	P7-p11, p16-17	P1 – p17	
Knowledge and Understanding of course content	12	12	16	40
Skills in critical thinking, research, analyzing and communication	18	18	24	60
Total value	30	30	40	100

### Year 12

Components	Task 1	Task 3	Task 4	Weighting
Task date	Term 2 Week 6 2019	Term 3 Week 11 2019	Year 12 Trial Term 3 Exam week 2019	
Task type	Research Task	Designing a Training Program	Year 12 Trial Examination	
Content	Core 1 Health Priorities	Core 2 Factors Affecting Performance	Core 1 and 2 Option 3 and 4	
Outcomes	H1, H2, H4, H5, H15, H16	H8, H10, H16	H1-H5, H7-H11 H13-H17	
Knowledge and Understanding	14	10	14	40
Skills in critical thinking, research and communicating	21	15	21	60
Total value	35	35	30	100

# Physics

## Year 11

Component	Task 1	Task 2	Task 3	Weighting
	Practical Investigation Kinematics	Depth Study Research and Presentation Waves and Thermodynamics	Year 11 Course Examination All modules	
Timing	Term 1, Week 2	Term 1, Week 6	Term 1, Week 10	
	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total value	30	40	30	100

## Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Practical Task Advanced Mechanics	Processing & Modelling Task Electromagnetism	Depth Study [Investigation & Literature Review] Nature of Light	Trial HSC Examination	
Date	Term 2, Week 2 2019	Term 2, Week 8 2019	Term 3, Week 3 2019	Term 3, Week 7 2019	
Outcomes Assessed	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding	5	10	10	15	40
Skills in Working Scientifically	15	15	15	15	60
Total value	20	25	25	30	100

## Society and Culture

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Description	The social and cultural world Oral Presentation	Personal and social identity Cross Generational Study	Preliminary Examination	
Due	Friday Week 6 Term 1 2019 29 January 2019	Friday Week 11 Term 1 2019 4 March 2019	Term 1 Exam week 1 April 2019	
Outcomes	P1, P2, P3, P6, P7, P8, P10	P3, P5, P6, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P10	
Knowledge and understanding of course concepts	15	10	10	35
Knowledge and understanding of course content	15	10	20	45
Research methodologies	0	10	10	20
Total value	30	30	40	100

### Year 12

Component	Task 1	Task 2	Task 3	Weighting
Description	Task 1 Social and Cultural Research Investigation	Task 2 Option Topic 2: Popular Culture Open book test.	Task 3 Trial HSC examination	40
Timing	Week 5 Term 2 Friday 3 June 2019	Week 12 Term 3 Friday 5 August 2019	Term 3 2019 26 August As per examination timetable	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Knowledge of course content	20	15	15	50
Knowledge of course concepts	10	15	10	35
Research methodologies	0	0	15	15
Total value	30	30	40	100

## Sport, Lifestyle and Recreation

### Year 11

Components	Task 1	Task 2	Task 3	Weighting
Task date	Term 1 Week 8 2019	Term 1 Week 11 2019	Term 1 Exam week 2019	
Task type	Case Study	Presentation	Written report	
Content	First aid	Healthy lifestyles	Individual games and sports application	
Outcomes	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.5, 2.3, 3.5, 4.3	1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	
Knowledge and Understanding of course content	10	15	15	40
Skills in critical thinking, research, analyzing and communication	20	20	20	60
Total value	30	35	35	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Task date	Term 2 Week 3 2019	Term 2 Week 7 2019	Term 3 Week 12 2019	Term 3 Trial examination week 2019	
Task type	Planning an outdoor adventure	Designing a sport carnival	Researching and designing	Examination	
Content	Outdoor recreation	Sports administration / event management	Fitness programing	All modules	
Outcomes	1.5, 3.5, 4.3	1.1, 1.3, 1.6, 2.3, 4.5	3.2, 3.3, 4.1	1.2, 1.5, 1.6, 2.2, 3.2, 3.5, 4.1, 4.3	
Knowledge and Understanding	12	12	13	13	50
Critical thinking, research, analysis and communication	13	13	12	12	50
Total value	25	25	25	25	100

## Textiles and Design

### Year 11

Component	Task 1	Task 2	Task 3	Weighting
Assessment task	Design Skills	Properties and Performance of Textiles	Exam	
Outcomes	P1.2, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1	P2.1, 2.2, 2.3, 3.1, 3.2, 4.1	P1.2, 1.2, 2.1, 3.1, 3.2, 4.1 5.1, 5.2 6.1	
Date Due	Term 1 week 2 7/2/2019	Term 1 week 7 14/3/2019	Term 1 week 10/11 TBA	
Knowledge and understanding of textiles and the textile industry	5	17	45	40
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	45	33	5	60
Marks	50	50	50	
Total value	35	40	20	100

### Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Assessment task	Project proposal presentation	Historical and Contemporary Designers	Research and Experimentation	Trial Exam	
Outcomes	H1.1, 1.2, 2.1, 6.1	H1.2, 1.3, 3.1, 3.2, 6.1	H3.1, 3.2, 4.1, 4.2	H1.3, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1	
Date Due	Term 2 week 4 23/05/2019	Term 2 week 8 20/06/2019	Term 3 week 21/08/2019	Term 3 Week 6/7 TBA	
Knowledge and understanding of textiles and the textile industry		20		30	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	20		30		50
Total value	20	20	30	30	100

## **Study Support Manual**



## **Study Skills and Time Management**

1. Ensure that you organise your day so that ample time is allocated to your studies.
2. Develop your own study timetable.
3. Keep a balance between subjects.
4. Contact your teacher to discuss aspects of your work or any problems you may encounter.
5. Keep up-to-date with your work. Do not fall behind in your work.
6. Remember personal research and extensive reading is an important feature of your study program.
7. Aim at developing your personal best.
8. Develop study habits that suit your personal needs. Learning styles vary from person to person. You may be a visual, auditory, or kinaesthetic learner. Discussing your work with interested people is often thought-provoking.
9. Allow for some leisure time to avoid becoming stressed.
10. Revise regularly - For example travel time could be used effectively to study.

### **Important considerations**

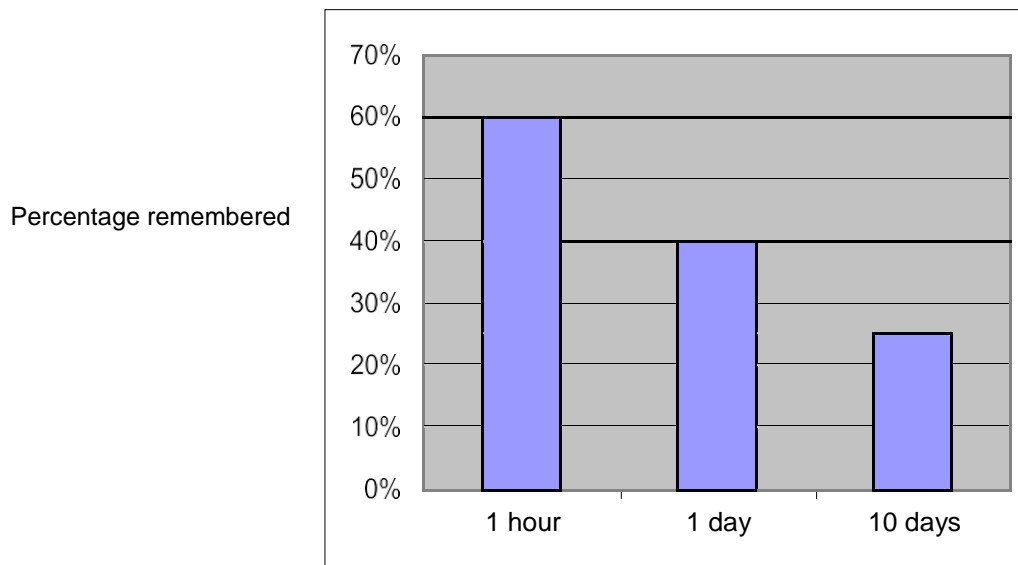
Being able to manage your time is a key study skill. Studying at Stage 6 in both Year 11 and Year 12 does require a serious commitment to your work. As a student you will be required to complete the set assessment tasks and title pages for each subject, but time should also be spent on independent study and revision. You must organise your time effectively, develop a study routine and remain committed to your work. Your teacher will advise you, and have suggestions for your approach to your studies and all aspects of your work.

Distance Education teachers aim to enable all students to reach their full potential.

## A Note on Forgetting

Some students are not aware that everyone forgets things at an amazing rate. You must revise regularly. This graph gives you some indication of how much a typical person will forget without revising.

**Percentage remembered  
Without any revision after initial learning**



The information on the following pages, relating to improving memory, was taken from a website NSW HSC Online especially designed by Charles Sturt University for students preparing for the HSC.

This site provides numerous links to assist you with your personal study needs. You can Google NSW HSC online or go to:

### Study and Exams

[http://www.hsc.edu.au/study/learning\\_styles.htm](http://www.hsc.edu.au/study/learning_styles.htm)

The site for the particular hyperlink on the following page is:

<http://academic.cuesta.edu/acasupp/as/207.HTM>

# Memory and Learning Styles

**The main reason we forget something is because we never really learnt it in the first place.**

## Memory

A good memory is something we must work towards. Things are forgotten because they never really have made a strong impression on us in the first place. The reasons for this lack of impression are as varied as one person to the next.

Nevertheless, the most common reasons are:

- you are thinking about something else—you are not listening
- you do not think the idea was important
- you do not take, or have the time, to learn or store the material properly.

To remember information you need to realise that your memory operates on four levels of efficiency. Your ability to remember something increases from level 1 to level 4 depending on what you do with the information.

**Level 1:** Hear or read the material once (not reliable for a test).

**Level 2:** Read the information and review it once or twice (this is cramming—you will forget most of what you have read).

**Level 3:** Read the information, review the material several times, write it down, and test yourself over the next two days (expect fairly good recall).

**Level 4:** Repeat and frequently write down the information over a period of 3- 6 days (gives you excellent retention).

If you do not review what you have learned, you will forget 70% within an hour and 84% within 48 hours. One of the best forms of review is teaching, or telling someone else about the information using your own words. This is where study groups become invaluable.

## Learning Styles

People learn and memorise information using a variety of "learning styles." Learning styles are how you concentrate, process and remember new and difficult information. You may remember information more easily through any combination of the following styles:

- hearing
- seeing
- reading
- writing
- illustrating
- firsthand experience

Be aware of your best styles of learning. Reading textbooks and other related material, as well as doing all the set assignments, are the other parts of the learning equation. It is beneficial for you to combine learning styles to be successful.

## When you are studying:

- read the information aloud
- write it down
- read it over and over
- put it into a form or format that will make sense to you
- draw a diagram
- relate the information to what you already know
- picture and try to experience what you are learning
- teach the information to someone else.

## Some Further Memory Advice and Examination Strategies

### Memory

1. Find a good place to study and ensure that you have all the tools you need—computer, study notes, pens, paper and dictionary. Ensure that your study area is comfortable and the lighting is good.
2. Use the note-taking that best suits you
  - summarise important points,
  - underline key words, sentences and phrases
  - read, recall, reflect and review.
3. Use mnemonic devices to assist you in your learning
  - use rhyme where possible to remember keypoints
  - use an acronym to create a word using the first letter of keywords
  - use an acrostic sentence or phrase formed by words beginning with the first letter of each word you need to remember.
4. Memorise actively, not passively
  - try to use your senses to assist with learning – sight: not merely reading but visualising, sound: read aloud listen to your voice, you may use a recording device and listen to it in various locations
  - use association in your learning, relating the fact(s) to something significant to you.
5. Use constructive repetition to assist you in your remembering
  - read the information out loud, close your eyes and repeat it to yourself
  - close your eyes and repeat the information
  - write the information down
  - repeat the steps if necessary.

## Examination Strategies

1. Your examination study should not be confined to a last minute cramming. Ensure that you are well-prepared and have followed your study time table effectively.
  - The last weeks should be an extensive review of your work
  - A good night's sleep before the examination is important
  - Arrive at the examination centre early, so you are not rushed
  - Check you have the correct examination equipment (where applicable, pen, paper, watch, calculator).
2. Read the set questions thoroughly, thinking carefully about the meaning. Underline key words. You must understand the question if you are to give a satisfactory answer. Adhere to any instructions given on the paper, or stated verbally by the supervisor.
3. Be careful of your time allocation. Note the questions which have been allocated the most marks, these will require the greater time.
4. Multiple choice questions ask you to select the answer that best answers the questions. When attempting multiple choice questions, the wording of the multiple choice is vital to your interpretation. Read all the possible answers through carefully, perhaps the use of tense (past, present, future) and singular or plural wording may help with your answer. Words such as *sometimes*, *usually*, *rarely*, and *never*, may provide clues to the correct answer. If you are unsure about an answer, eliminate all those which you consider are wrong. Do not spend too long on one question, especially when all answers are worth the same amount of marks.
5. When answering an essay type question, again ensure that you understand the meaning of the question. Try to interpret it in your own words. Be aware of key words such as *analyse*, *compare*, *contrast*, and, *to what extent*. A glossary of key words is included at the end of this booklet. A guide to essay writing is also included on the following pages.

# A Guide to Essay Writing

Each subject may have varying aspects to consider when writing an essay. The teacher of the subject you are studying will provide you with details relevant to a particular course.

The following will serve as a general guide to essay writing.

An essay basically consists of an introduction, the main body of the essay and a conclusion. You must read the set question carefully and be aware of key words. If you are working under examination conditions it will be beneficial to spend a few minutes planning your work. Prepared essays will allow you greater time for reflection.

## **The introduction**

Your introduction is basically a summary of your answer to the set question. It will address your line of argument (or your thesis). You may need to refer to other associated texts if the set question states this as a requirement. Be very careful that you are addressing the question asked. If your introduction is a good one, it will assist you in maintaining your line of argument throughout your writing.

## **The main body of your essay**

The main body will follow the central line of thought and will support your thesis. Each paragraph will focus on a main idea; it will provide examples to substantiate your line of argument.

Each paragraph should be introduced by a topic sentence which clarifies the ideas being introduced in the paragraph.

Each paragraph should clearly follow the one before; the essay should not be disjointed. There should be a logical sequence. Linking phrases or words will assist in allowing your essay to flow. The number of paragraphs used will depend on the word limit or time allowed for the essay, especially if working under examination conditions. Remember your line of argument with relevant supporting details, must continue throughout your writing. You are proving what you have stated in your introduction, presenting your case, just as a barrister with supporting evidence, presents his case to a judge or jury.

## **The conclusion**

The final paragraph in your essay is the summing up of your main points raised. It is the final summation. The marker will decide if you have presented your case successfully.

Prepared essays will require careful planning and proofreading. Punctuation, grammar and spelling should be faultless. Examination essays also should not neglect appropriate language, grammar, spelling and punctuation. Consistent effort is required throughout the course to improve your writing style, syntax, spelling and punctuation. These literacy aspects are very important in successful essay writing.

# 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.

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



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