

# The Preliminary & HSC courses

## 2018

### St Pauls Catholic College



# Having made the choice.....

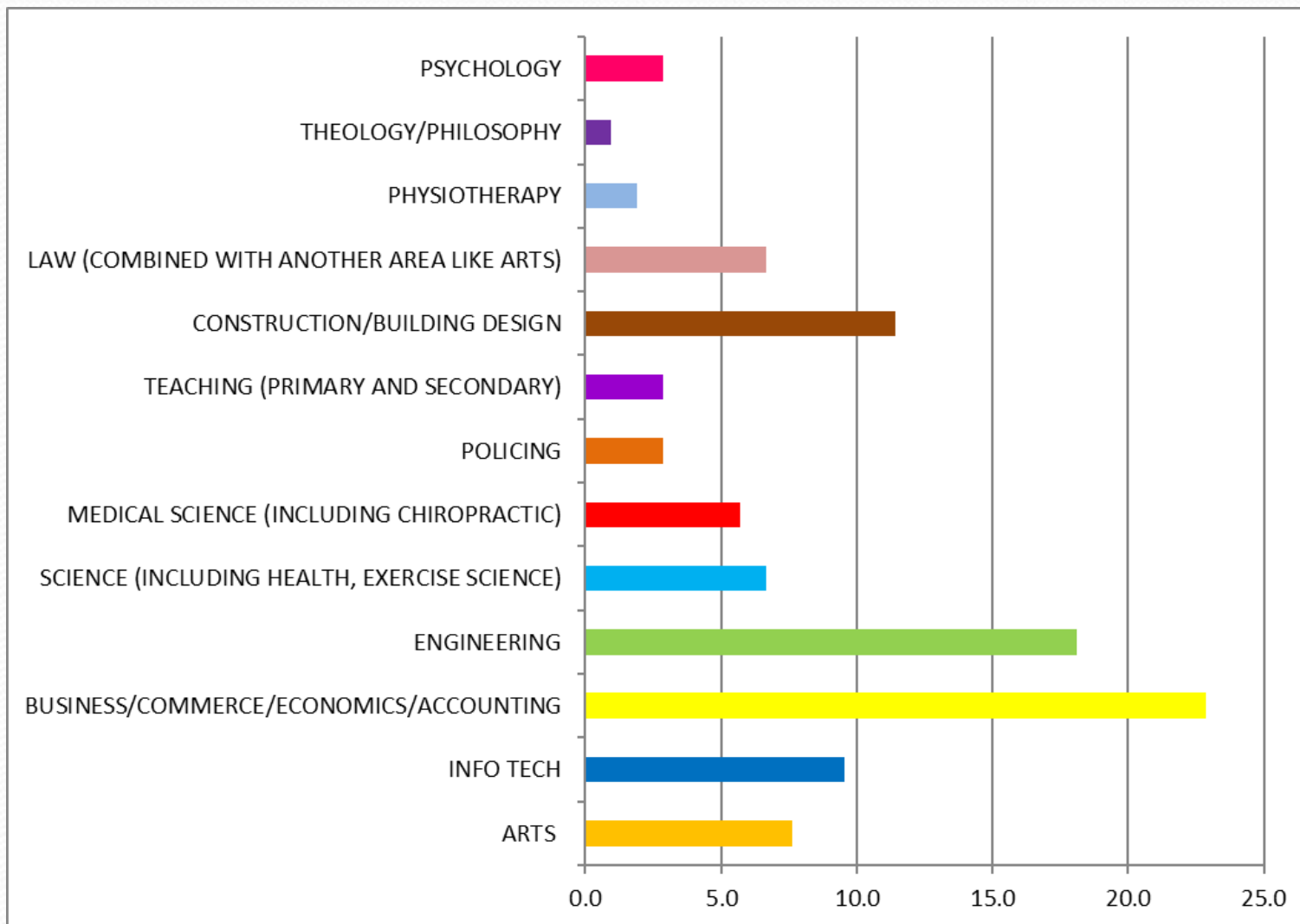
- 2017 HSC
- Highest ATAR Peter Geagea - 99.10
- 9 Students with an ATAR above 90
- Most subjects at or above state average
- 85% of students applying for Uni had offers
- 73% of student achieving at least one band 5 or better
- Many others at TAFE – Apprenticeships /Traineeships
- What are your goals????

# HSC Statistics

- 72 000 enrolled in HSC
- 84 000 applied for university
- 75 000 places
- Only 50% from HSC applications
- 1 in 3 not completing their degree



# University Courses



# Satisfactory Completion of the Preliminary & HSC

- applied himself with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school;
- Satisfactory completion of the Preliminary course or its equivalent is a pre-requisite for entry into an HSC course.
- Attendance may be used as an indicator of satisfactory completion of a course.
- Do your best
- Participate in class and do classwork
- Make genuine attempts in all your tasks

# The HSC course

- The HSC builds upon the satisfactory completion of the Preliminary course
- The HSC course commences in Term 4 of Year 11
- HSC results are based on
  - internal assessment - formal tasks (50% of final result)
  - external assessment - HSC examinations (including performance and practical components) (50% of final result)
- HSC examinations will take place in October and November with results available in December



# Satisfactory Completion of the HSC

**Two ways of reporting how well a student performs:**

- **The Authority focuses on standards – whether or not a student has met a given standard**
- **For the ATAR the focus is on position – where a student comes in relation to the course candidature**

**The base data:**

- **Raw examination mark**
- **Raw school assessment**

# Away on the day of a task

- Students absent on the day of a task must contact either the Curriculum or Teaching and Learning Coordinator to inform them of their absence and approximate length of absence.
- **Hand in tasks need to be emailed or submitted on google classroom if possible.**



# Illness and Misadventure

- Where a student fails to complete or submit an assessment task by the due date (eg. a within school essay, test or an assignment) and seeks a mark for the task, the student should submit an **Illness/Misadventure online** from the College website. **Where possible this form should be completed within two days.**

# Illness and Misadventure - Holidays

- Holidays are normally not accepted as a valid reason for missing Assessment Tasks
- **Thursday December 20<sup>th</sup>**  
**- Last day (Term 4 is HSC)**



# Examples of cheating/plagiarism

## “All My Own Work”

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals or the internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.



School  
Assessment

Student's HSC Mark  
50% School  
Assessment + 50%  
HSC Examination

Mark Range  
50 – 100

Graph showing  
how all  
students  
performed

# HIGHER SCHOOL CERTIFICATE Course Report



## Personal Development, Health and Physical Education

### Sample Student

Assessment Mark 86

Examination Mark 88

State Distribution

A typical performance in this band is demonstrated when a student:

100

Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance. Comprehensively applies theoretical principles to design and evaluates specific strategies for improving health. Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health. Critically analyses movement and the range of factors that affect physical performance and participation. Provides relevant and accurate examples to justify complex arguments.

90

Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts. Identifies strategies for improving health and discusses the links between individual health behaviour, social issues and community health status. Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health. Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance. Supports arguments thoroughly by using relevant examples and current information.

80

Demonstrates a clear understanding of the broad concepts that impact on personal health and physical performance. Relates strategies for managing the major causes of sickness and death to the contributing risk factors. Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health. Describes a range of factors that affect the quality of physical performance. Communicates information in a clear and logical way, providing some examples.

70

Uses basic definitions and facts when explaining health and physical performance concepts. Identifies the major causes of sickness and death and establishes that a lifestyle is a desirable goal. Demonstrates an understanding of the need for government and community action in relation to promoting health. Identifies some relevant factors that influence physical performance. Provides basic support for the arguments presented.

60

Recalls some simple facts and writes brief descriptions. Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement. Outlines some factors affecting health and identifies relevant illness prevention measures. Demonstrates an understanding of general movement principles. Provides limited support for the arguments presented.

50

Provides limited support for the arguments presented.

40

30

20

10

0



2660 180

Student Number: 65487965

Issued by the Board of Studies without alteration or erasure.

*Jonathan Stanley*  
President

Examination  
mark

Minimum  
standard  
expected (50)

Descriptions  
in bands:  
summary of  
what  
students know  
and can do

Only approx 5%  
of students  
receive less  
than 50



# The ATAR

## It's all about position

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

- the best two units of **English**
- the best eight units from the remaining units. (**only one VET course**)

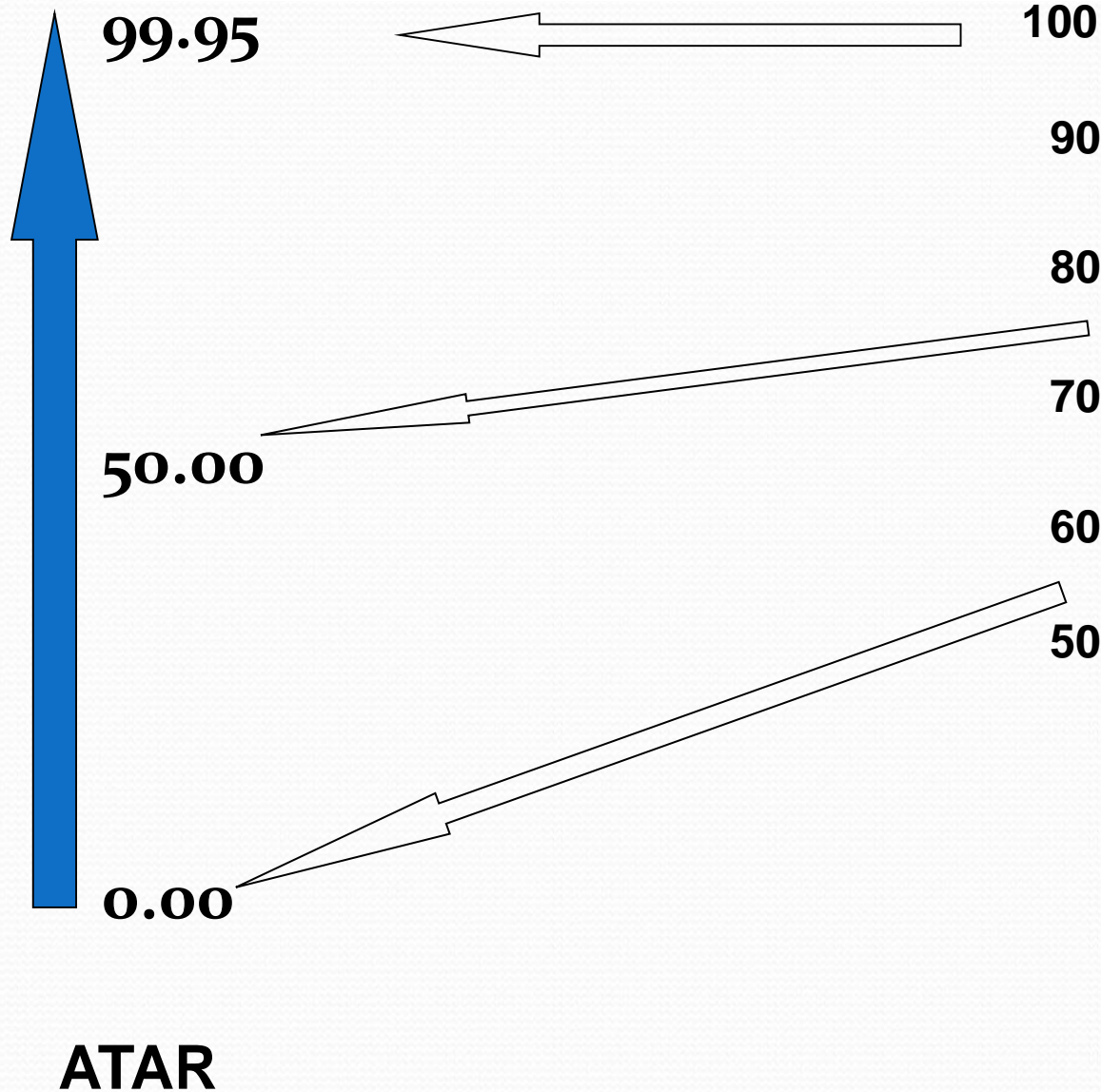
Because scaled marks (not HSC marks) are used in the ATAR calculation, scaling is the first step in calculating the ATAR.

It is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly.

The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal.

Scaling can be used to compare marks in different courses.

# From HSC mark to ATAR



Band 6	Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance. Competitively applies theoretical principles to design and evaluates specific strategies for improving health. Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health. Critically analyses movement and the range of factors that affect physical performance and participation. Provides relevant and accurate examples to justify complex arguments.
Band 5	Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts. Identifies strategies for improving health and discusses the links between individual health behaviour, social issues and community health status. Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health. Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance. Supports arguments thoroughly by using relevant examples and current information.
Band 4	Demonstrates a clear understanding of the broad concepts that impact on personal health and physical performance. Relates strategies for managing the major causes of sickness and death to the contributing risk factors. Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health. Describes a range of factors that affect the quality of physical performance. Communicates information in a clear and logical way, providing some examples.
Band 3	Uses basic definitions and facts when explaining health and physical performance concepts. Identifies the major causes of sickness and death and establishes that a healthy lifestyle is a desirable goal. Demonstrates an understanding of the need for government and community action in relation to promoting health. Identifies some relevant factors that influence physical performance. Provides basic support for the arguments presented.
Band 2	Recalls some simple facts and writes brief descriptions. Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement. Outlines some factors affecting health and identifies relevant illness prevention measures. Demonstrates an understanding of general movement principles. Provides limited support for the arguments presented.
Band 1	

Student Number: 65487065



# RoSA for Year 11 2018

- Graded A-E
- Student work samples
- Same process as Yr 10
- Graded against criteria not proportioned to rank
- Students will receive a login to the NESA site to check their entries and grades
- All Subject changes should be complete by 1<sup>st</sup> March

## Some useful websites

- The NESA web site has the official information about anything to do with the HSC - syllabi, past papers, policies etc  
**<http://educationstandards.nsw.edu.au>**
- The UAC site has the official information about calculation of ATAR and course selection at universities  
**[www.uac.edu.au](http://www.uac.edu.au)**
- The college website for Assessment Handbook and calendar  
**[www.stpaulsgreystanes.catholic.edu.au](http://www.stpaulsgreystanes.catholic.edu.au)**

## We work with the NSW community to drive improvements in student achievement

### Welcome to our new site

NSW Education Standards Authority replaced BOSTES on 1 January 2017.

We drive improvements in student achievement, set and monitor quality teaching, learning, assessment and school standards plus develop K-12 syllabuses, manage HSC exams and other statewide tests.

[Find out more about the changes](#) and enjoy our new website, which is still being updated.



### Student guide

A guide for Year 10, 11 and 12 students

- Year 10 and 11 grades
- HSC subject selection
- Study resources
- Getting results
- Leaving school

[View the student guide](#)

### Parent guide

A guide for parents in New South Wales

- Schooling in NSW
- Transitioning to school
- Primary school K-6
- NAPLAN
- High school and the HSC

[View the parent guide](#)



# ATTENDANCE

every *day* counts



Information courtesy of the Queensland Department of Education and Training

Attendance is now calculated  
by days away from school!

This includes sick days & holidays.

It is the total days away from school  
for whatever reason!

# Key Facts About School Attendance

- \* Attendance affects academic achievement.
- \* Every day of attendance contributes towards a student's learning and enhances academic achievement



# The Real Impact

<b>Absenteeism</b>	<b>Attendance Rate</b>	<b>Educational Risk</b>	<b>Days absent per year</b>	<b>Long term absence (over 10 years)</b>
<b>Regular</b>	<b>90% or more</b>	<b>Low</b>	<b>20 days or less</b>	<b>1 year or less</b>
<b>Emerging</b>	<b>80%-89%</b>	<b>Medium</b>	<b>Between 20 and 40</b>	<b>1-2 years</b>
<b>Chronic</b>	<b>70%-79%</b>	<b>High</b>	<b>Between 40 and 60</b>	<b>2-3 years</b>
<b>Complex</b>	<b>69% or less</b>	<b>Severe</b>	<b>60 days or more</b>	<b>3 years plus</b>