



HSC ASSESSMENT BOOKLET

2018 - 19

SENIOR ASSESSMENT POLICY 2018-2019

To qualify for the Higher School Certificate 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:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement)
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four courses

A student will be considered to have satisfactorily completed the Preliminary and HSC courses, if in the principal's view; there is sufficient evidence that the student has met the course completion criteria.

To be eligible for the award of the Higher School Certificate, students must:

- a) have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- c) have completed *HSC: All My Own Work* (or its equivalent);
- d) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- e) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- Equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment task in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tests which may take a written, practical or oral form
- class essays, research tasks, assignment, portfolios, log books
- practical tasks and major works
- projects

Students' progress in achieving course outcomes is reported on twice a year.

DEFINITIONS

Components are the parts of courses or major areas to be assessed.

Weightings are the percentages of marks to be allocated to the components

WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC

- Assists students in their learning
- Provides information on student achievement and progress in each course
- Provides evidence that students have satisfactorily completed a course
- Allow reporting of a standard achieved by each student at the end of a course

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task
- assessment tasks of the same type and the same weighting for all classes studying that course
- written notification at least two (2) weeks in advance of the scheduled assessment task
- at the completion of each task, students will receive:
 - a mark
 - a rank
 - an indicative cumulative rank; (where applicable)
 - the marking criteria and
 - feedback concerning areas for further improvement

Note:

Assessment Tasks are returned within 2 weeks of the date of the Task/Examination

In exceptional circumstances some tasks may be rescheduled or substituted, in such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least **two (2) weeks in advance**.

Official warning letters will be posted home to parents/caregivers outlining the areas of unsatisfactory completion of the Preliminary and HSC Course requirements.

WHAT ARE YOUR RESPONSIBILITIES?

- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- If tasks are submitted via email make sure you send it to the correct email address
- Students must demonstrate sustained diligence and effort in each course
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes
- Students must attend classes regularly and ensure their attendance does not fall below 85% to meet each course requirement
- Students are required to participate in all lessons constructively
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy

- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day. Failure to attend all lessons may result in disciplinary action
- Students absent from school are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include research essays, portfolios, written reports and practical work.

All assessment tasks are to be submitted on the due date at the time where specified. It is the student's responsibility to ensure that tasks are submitted on time.

The tasks are to be submitted to the class teacher or the relevant faculty Head Teacher and students will receive a written confirmation of the submission. Students may submit their hand-in-task prior to the due date.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on page 13.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Preliminary and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The Head Teacher of the faculty will advise the student and her parent/caregiver of the decision in consultation with the relevant Deputy Principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

TECHNOLOGY AND ASSESSMENT TASKS

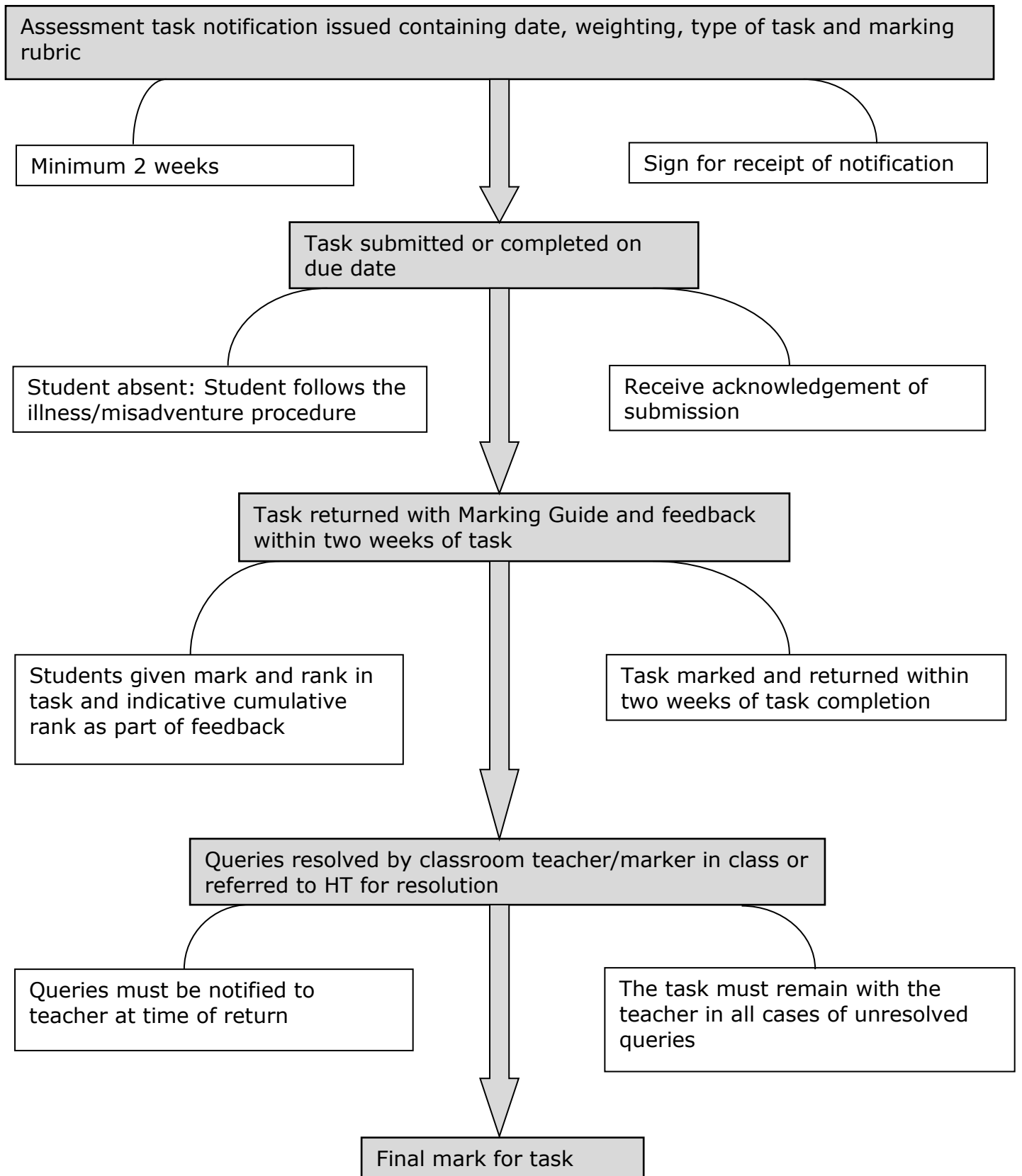
- Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.
- To minimise problems in relation to technology, students should adhere to the following protocols
 - make multiple copies of work using at least three different storage devices
 - when working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
 - when working at school, save the latest version of your work to your personal file on the school server whenever possible
 - tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
 - check the compatibility of your home software with the school's technology support specialist or your teacher
 - save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
 - when you save your work to a flash drive/USB, open it immediately to check that it has been successful
 - to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems
 - enable receipt email
 - electronic copies must have proof of email sent satisfactorily

Technology failure or printer breakdown will not be accepted as a valid reason for late submission

ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must submit a hard copy of their presentation on the due date of the task.

COMPLETING AN ASSESSMENT TASK



NOTE: All written work must be in blue or black pen

ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affected their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (eg influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an Illness/Misadventure application rests with the student. Students must report to the Deputy Principal, of the relevant year, with the valid documentation on the morning of their first day at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

DISABILITY PROVISIONS

Students who have received Disability Provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

- student statement: must detail how her performance was affected by the illness or misadventure
- parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure
- independent evidence: doctor's certificate or other valid documentation

A medical certificate must be specially related to the assessment task that is the subject of the appeal and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

IMPORTANT NOTE

**Family Holidays are not grounds for a Misadventure
and if not approved by Principal would result in
Zero Mark.**

A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness/misadventure. The student must notify the teacher/supervisor before the commencement of the task or during the task.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or family member is requested to inform the school of the misadventure/illness on the morning the task is scheduled.
- Students must report to the Deputy Principal, of the relevant year, **on the first day of their return to school**. The student must complete an Illness/Misadventure form (ATTACHMENT A – Page 14). This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students should be expected to sit for the assessment task on their first day back.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form (ATTACHMENT A – Page 14) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge her condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task and collect an Illness/Misadventure form from the Deputy Principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or family member must inform the school of the illness/misadventure on the morning of the examination or inform the examination coordinator.
- Students will need to complete an Illness/Misadventure form (ATTACHMENT A – Page 14) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal. Evidence needs to be attached to the completed form.
- The examination coordinator will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B –Page 16)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure application from the Deputy Principal.
- This application must be returned to the relevant Deputy Principal, with appropriate evidence, **within two days**. The Head Teacher/Teacher, will reschedule an alternative date for the performance.
- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

In all of the above cases:

- The Illness/Misadventure application form must be completed and returned to the Deputy Principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark you receive for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

EXCURSIONS AND APPROVED LEAVE

Some courses require students to undertake compulsory fieldwork or attend compulsory excursions. In the case of unavoidable absence from such activities then students must negotiate alternate arrangements prior to the event. The granting of a concession is at the discretion of the Principal. The same rule applies if a student has been granted approved leave from school by the Principal or their nominee (ATTACHMENT C – Page 17).

Important Note: If a student knows in advance that they will be absent on the day a hand-in assessment is due, the task should be handed in prior to the due date.

When the task is to be completed in class, arrangements for an alternative date must be made with the Head Teacher. These arrangements need to be noted in writing and communicated to the student by the Head Teacher.

MALPRACTICE/PLAGIARISM

Excerpt from NESAs Register of Malpractice in HSC Assessment Tasks Guidelines and Explanatory Notes:

What types of proven malpractice need to be recorded?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- *copying someone else's work in part or in whole, and presenting it as your own*
- *using material directly from print or digital mediums without reference to the source*
- *building on the ideas of another person without reference to the source*
- *plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own*
- *submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially*
- *using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement*
- *paying someone to write or prepare material*
- *breaching school examination rules*
- *cheating in an in-class assessment/examination, including having access to mobile devices*
- *using non-approved aids during an assessment task*
- *providing false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*
- *Being in possession of unauthorised notes or electronic devices during a test or examination*
- *Copying from another student*

Proven cases of malpractice may result in disciplinary action

Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

NB: In all cases, the illness/misadventure process must be followed

Malpractice will attract a zero score

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the Deputy Principal and two independent Head Teachers. The ARP will consider all Illness/Misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a determination. Attachment D.

UNACCEPTABLE GROUNDS FOR APPEAL

- Attendance at a sporting or cultural event, or family holiday where approval has not been given by the Principal or Nominee.
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test (eg a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test.
- Matters avoidable by the student (eg misreading of timetable, misinterpretation of assessment task)

SCHOOL BUSINESS (Leadership event participation)

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete Attachment C (Page 17) and notify the attendance officer for each stage. School Business must be approved by the Principal or the Principal's nominee.

Approved School Business does not require illness/misadventure application.

Students will complete the task on the first day back to class. Students must make this arrangement with their Deputy Principal.

PROCEDURES FOR PRELIMINARY AND HSC COURSE ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

Step One: Student Contacts the School

Student/Parent/Caregiver is requested to inform the school of the absence



Step Two: On first day of return

It is the student's responsibility to:

1. Report to the Deputy Principal, of the relevant year, before school.
2. Complete Illness/Misadventure Application including Head Teacher, Parent/Caregiver & Student comment and signatures
3. Submit application form to Deputy Principal, of the relevant year, within two days of their return to school



Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded on the application



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.

PRELIMINARY AND HSC COURSE ILLNESS/MISADVENTURE APPLICATION

Student Name: _____ Course: _____ Teacher: _____

Task: _____ Weighting: _____ Date Given: _____ Due Date: _____

To be completed by DP (Tick as appropriate)

Medical Certificate attached Other verification (please specify): _____

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

Parent/caregiver support comment:

Parent/Caregiver signature: _____ Date: _____

Head Teacher/Nominee: _____ Application submitted on (date): _____

Tick as appropriate

Task/Alternative task was completed/submitted on (date): _____

Task/Alternative task to be completed/submitted on (date): _____

Outcome: Mark pending

Zero Mark

Head Teacher's Recommendation:

Head Teacher's signature: _____ Date: _____

To be completed by Deputy Principal

Date recommendation received by DP: _____

Outcome: _____

DP signature: _____ Date: _____

Copy to: Student Student File Relevant HT informed

PRELIMINARY AND HSC COURSE GROUP PERFORMANCE PROCEDURES FOR ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:

Step One:

Student affected applies for the Group Illness/Misadventure from Deputy Principal, of the relevant year



Step Two: Contact Head Teacher

It is the student's responsibility to:

1. Complete Group Illness/Misadventure Application including Head Teacher comments.
2. Report to the Head Teacher of the faculty concerned.
3. Submit application form to Deputy Principal, of the relevant year, within **two** days

NOTE: If a student is responsible for this group Illness/Misadventure application, they must complete an individual illness/misadventure application outlining the nature of their application. Please note that this application will be considered separately to the Groups application.



Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded.



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application after an interview process.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver in writing.



GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A

To be completed by Class Teacher:

List of students affected (attach list of names)

Course: _____ Year: _____ Class Teacher: _____

Name of Group Performance: _____ Weighting (%) _____ Due Date: _____

Outline reasons for this application:

Attention: If a student is responsible for this Group Illness/Misadventure application they MUST also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.

SECTION B

To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt Date of Illness/Misadventure form: _____

Task submitted/completed? Yes No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head Teacher signature: _____ Date: _____

SECTION C

To be completed by the Assessment Review Panel

ARP Members:

Resolution:

Copy to: Relevant Head Teacher Student Parent-Caregiver Student File

APPROVED LEAVE – SCHOOL BUSINESS



Teacher making the request: _____ Faculty: _____

Reason for the request:

Educational outcome:

Head Teacher Approved (circle one) YES NO Date: _____

Students Name: _____ Year: _____

First Day of Leave: _____ Date: _____

Last Day of Leave: _____ Date: _____

Approval given by Principal (circle one) YES NO Principal Sign: _____

Upon Principal’s approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty Head Teacher and approved by the relevant Stage 6 Deputy Principal

| Course | Assessment Task | Due Date | NEW Due Date | Class Teacher | Signature | Head Teacher | Signature |
|--------|-----------------|----------|--------------|---------------|-----------|--------------|-----------|
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Once the form is completed forward copies to:

Student/Parent/Caregiver:

Faculty Head Teacher:

Student File:

ILLNESS/MISADVENTURE APPEAL



You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal, of the relevant year, **within two days** of decision.

Name: _____ Course: _____ Teacher: _____

Head Teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student Signature: _____ Date: _____

Parent/Caregiver Name: _____ Parent/Caregiver Signature: _____

ASSESSMENT REVIEW PANEL

ARP Members: _____ Date: _____

Issues discussed:

Decision reached:

Refer to Principal:

Resolution:

ARP Members signatures: _____

Date: _____

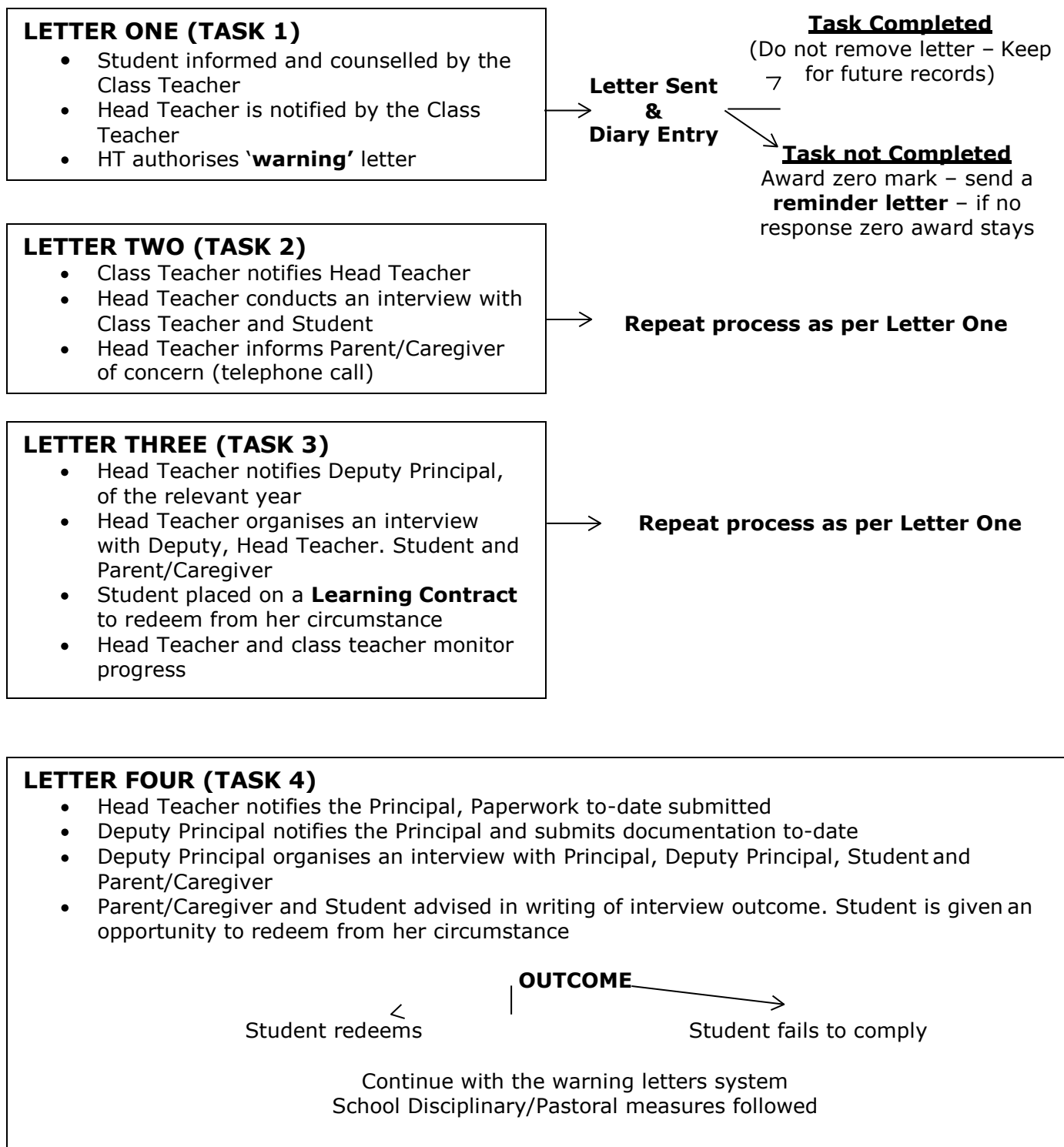
Inform of decision in writing to:

Student/Parent/Caregiver:

Relevant HT:

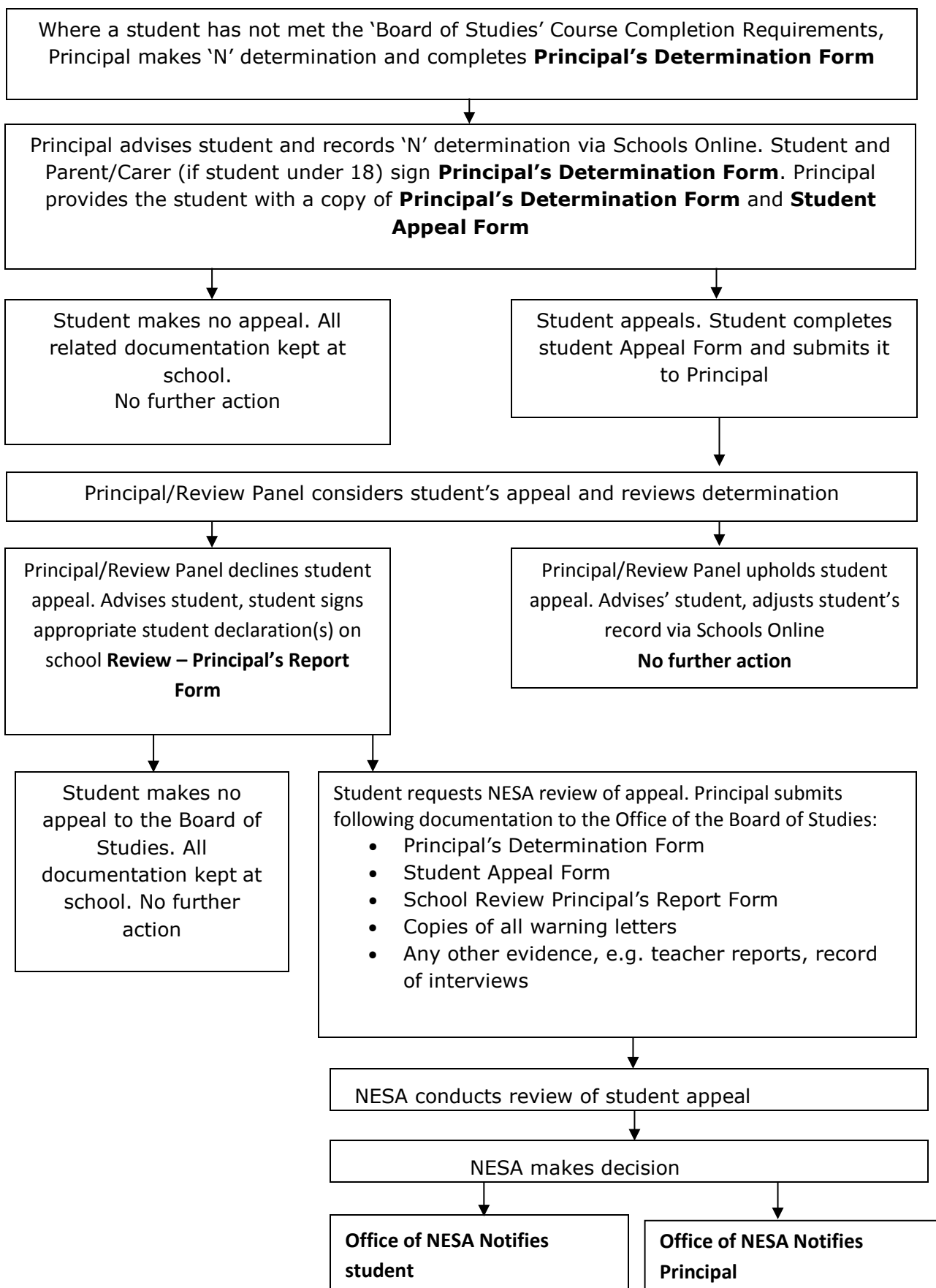
Copy Student file:

PROCESS FOR DETERMINING AN 'N' AWARD FOR PRELIMINARY AND HSC COURSE



'N' DETERMINATION PROCESS BEGINS AT END OF THE COURSE

**NESA Procedures for appeals against 'N' determination
for
Non-completion of Preliminary and HSC Course requirements**



VOCATIONAL EDUCATION COURSES

Vocational Education courses are taught and assessed through competencies in Stage 6, this should reflect the acceleration of AGHS students, Preliminary and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESA in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes. Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

The Preliminary and HSC and HSC Examination

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

Internal Examinations

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

Work Placement

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Preliminary and HSC credential in the VET course.

Other Course Requirements

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

SCHOOL BASED VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

AQF Assessment

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Preliminary HSC Certificate Record of Achievement. No mark will be listed for competency achieved.

Work Placement

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study.

Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

Assessment Schedule

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

What is RPL? RPL stands for Recognition of Prior Learning

If you have had **previous work or life experiences** you will need to produce **evidence** to enable your teacher to assess your skills to ensure they are at **industry standard**.

RPL will only be granted for competencies where you are able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. You would then be exempt from undertaking the training and assessment for that unit of competency only.

What is Credit Transfer?

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, eg WorkCover white card.

EXTERNAL VET COURSES (EVET)

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

Attendance

Students are expected to attend every TAFE class, or external provider, (even in exam times). Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note and Doctor's Certificate **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a day they must:

- Tell the EVET co-ordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET co-ordinator and he or she will write an explanation note for the EVET teacher.

Students must be ready to start on time and not expect to leave class early.

Assessment

The EVET teacher will give students an assessment schedule on the first day.

Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.

Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through Board of Studies letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

NOTE: The student's EVET course maybe part of the units required to successfully complete the Preliminary/HSC.

Remember the school's EVET co-ordinator (Careers Adviser) is the first contact for any problems associated with TAFE Delivered VET course.

BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Preliminary and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

STUDENTS STUDYING OUTSIDE COURSES

These include courses studied

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an Outside Tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the Principal of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the relevant Deputy Principal, and Career Adviser/Course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the relevant Deputy Principal with the necessary documentation for course endorsement and NESAs entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

DISCONTINUATION OF A COURSE

Students are reminded that they must have the written approval of the relevant Deputy Principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Preliminary HSC Course, the HSC or a ATAR. This approval is subject to parent/caregiver request and Head Teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a preliminary HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.

CONCERNS

If you are experiencing any difficulty in assessment for a course you should seek help from the Head Teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (relevant Deputy Principal)



Asquith Girls High School
Nurturing personal best and global citizenship
in every student by providing a safe and vibrant
learning environment with inspiring teaching

Elizabeth Amvrazis
B ASc Dip Ed
Principal

HSC ASSESSMENT NOTIFICATION

COURSE:

ISSUE DATE:

WEIGHTING:

DUE DATE:

OUTCOMES:

TASK DESCRIPTION:

CRITERIA FOR ASSESSING LEARNING:

MARKING CRITERIA:

Asquith Girls High School

Stokes Ave Asquith NSW 2077

abn 74 722 990 875

www.asquithgir-h.schools.nsw.edu.au

CRICOS Provider: NSW Department of Education

phone (02) 9477 6411

fax (02) 9482 2524

email asquithgir-h.school@det.nsw.edu.au

CRICOS provider code: 00588M

HAND-IN TASKS/PROJECTS ASSESSMENT TASK COVER SHEET



| | |
|-----------------------|-----------------|
| Student Name: | Year |
| Assessment Task Title | Date Submitted: |
| Course: | Teacher: |

Academic Integrity Statement


I _____ declare that this work is my own and that any quotes,
 (Your name in BLOCK letters)

Information or works have been properly acknowledge and cited in the bibliography.

Student signature: _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

 ----- cut here -----

Assessment Receipt **Student Copy**

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Due Date: _____

This task was submitted to _____ on _____
Teacher's name Date

 Student Signature

 Teacher Signature

 Date

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10.
- a student must attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Life Skills

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

Year 11 grades

Schools are responsible for awarding each student studying and completing a Stage 6 Preliminary course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

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.

EXCLUSIONS FOR HIGHER School Certificate courses: Industrial Technology, Mathematics, Science, Studies of Religion

| HSC Course | Exclusion(s) |
|---|---|
| Industrial Technology Industrial Technology (Electronics Technologies) | Units of competency within the Electrical/Electronic course stream or focus area level of the Metal and Engineering Curriculum Framework |
| Industrial Technology (Graphics Technologies) | Units of competency within the Drawing, Drafting and Design course stream or focus area level of the Metal and Engineering Curriculum Framework |
| Industrial Technology (Metals and Engineering Technologies) | Units of competency within the Production, Fabrication and Mechanical course streams or focus area levels of the Metal and Engineering Curriculum Framework |
| General Mathematics | Can be studied with no other Mathematics course |
| Senior Science – Preliminary | Preliminary courses in Biology, Chemistry, Physics, Earth and Environmental Science |
| Studies of Religion I, Studies of Religion II | Only one of these courses can be counted in a pattern of study |

A **unit of study** comprises 60 hours indicative time in each of the Preliminary and HSC courses

Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes.

Preliminary and HSC extension courses A Preliminary 2-unit course and Preliminary Extension course (in English and Mathematics) may be studied concurrently. For all HSC Extension courses except HSC Mathematics Extension2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2-unit course in the subject.

Studies of Religion I Studies of Religion I consists of a 1-unit Preliminary course and a 1-unit HSC course (120 hours) and students must satisfactorily complete the Preliminary course before commencing the HSC course. Students may be credentialed for satisfactory completion of Studies of Religion I Preliminary course (60 hours).

Fundamentals of English Fundamentals of English is a 2-unit course available as a Preliminary course only which may be studied in Year 11 or Year 12 or both years 11 and 12. Completion of 60 hours of the Fundamentals of English course will be credentialed by the NSW Education Standards Authority (NESA) provided that students have:

- completed 24 hours of study in Module A;
- completed at least 18 hours of study in each of two other course modules; and
- achieved some of all of the course outcomes as required by the principal.

A Glossary of Key Words (HSC)

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 (analyse/evaluate) |
| 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 |

ASSESSMENT SCHEDULES BY COURSE

BIOLOGY

Course Outcomes:

- BIO11/12-1 A student develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 A student designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 A student conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 A student analyses and evaluates primary and secondary data and information
- BIO11/12-6 A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- BIO12-12 A student explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 A student explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 A student analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 A student explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

| Assessment Component | Syllabus Weighting | TASK 1 Date: 5/12/2018 Task: Modelling | TASK 2 Date: Term 1 Week 8 Depth Study | TASK 3 Date: Terms 2 Week 5 Task: Practical Investigation | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--|--------------------|---|---|--|---|
| Outcomes | | Outcomes assessed BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-12 | Outcomes assessed BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13 | Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO12-14 | Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12- 12, BIO12-13, BIO12-14, BIO12- 15 |
| Skills in Working Scientifically | 60 | 15 | 10 | 25 | 10 |
| Skills in communication, problem solving & working individually or in a team | 40 | 5 | 10 | 5 | 20 |
| TOTAL | 100% | 20% | 20% | 30% | 30% |

BUSINESS STUDIES

Course Outcomes

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

| Assessment Components | Syllabus weighting | TASK 1 Date: 13/12/2018 Marketing – Research task and related in-class business report | TASK 2 Term 1 Week 10 Operations – Media File and Extended Response research hand in task | TASK 3 Term 2 Week 7 Operations, Marketing, Finance – Stimulus based in-class business report | TASK 4 Date: Term 3 Week 4-5 Trial Task: Trial HSC Examination |
|---|---------------------------|---|--|--|---|
| | | Outcomes assessed: H3, H4, H5, H6, H7, H8, H9 | Outcomes assessed: H3, H4, H5, H6, H7, H8 | Outcomes assessed: H2, H4, H5, H8, H9 | Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |
| Knowledge and Understanding of course content | 40 | 10 | 5 | 10 | 15 |
| Stimulus based skills | 20 | 5 | | 5 | 10 |
| Inquiry and Research | 20 | 5 | 10 | 5 | |
| Communication of business information ideas and issues in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 25% | 20% | 25% | 30% |

CHEMISTRY

Course Outcomes

Skills

- CH11/12-1 A student develops and evaluates questions and hypotheses for scientific investigation
 CH11/12-2 A student designs and evaluates investigations in order to obtain primary and secondary data and information
 CH11/12-3 A student conducts investigations to collect valid and reliable primary and secondary data and information
 CH11/12-4 A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
 CH11/12-5 A student analyses and evaluates primary and secondary data and information
 CH11/12-6 A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
 CH11/12-7 A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

- CH12-12 A student explains the characteristics of equilibrium systems, and the factors that affect these systems
 CH12-13 A student describes, explains and quantitatively analyses acids and bases using contemporary models
 CH12-14 A student analyses the structure of, and predicts reactions involving, carbon compounds
 CH12-15 A student describes and evaluates chemical systems used to design and analyse chemical processes

| Assessment Components | Syllabus weighting | TASK 1 Date: Submit by 6/12/2018 Task: Depth Study 1 (First hand investigation) Module 5: Equilibrium and Acid Reactions Submit Report | TASK 2 Date: Term 1 Week 6 Task: Practical (Titration) questions given in advance Module 6: Acid/Base Reactions In class test | TASK 3 Date: Term 2 Week 8 Task: Depth Study 2 Module 7 Organic Chemistry Submit diary and in-class test | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|----------------------------------|--------------------|---|--|--|--|
| | | Outcomes assessed CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12 | Outcomes assessed CH11/12-2, CH11/12-3, CH11/12-5, CH12-13 | Outcomes assessed CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14 | Outcomes assessed CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15 |
| Skills in Working Scientifically | 60 | 20 | 15 | 10 | 15 |
| Knowledge and Understanding | 40 | 5 | 5 | 15 | 15 |
| TOTAL | 100% | 25 | 20 | 25 | 30 |

COMMUNITY & FAMILY STUDIES

Course Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the socio-cultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analysis the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

| | Syllabus Weighting | TASK 1 Date: Term 4 23/11/2018 Task: Parent and Caring Task | TASK 2 Date: Term 1 Week 9 Task: IRP Task | TASK 3 Date: Term 2 Week 9 Task: Groups in Context Task | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--|---------------------------|--|--|--|---|
| Outcomes | | H1.1,H 2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1 | H4.1, H4.2 | H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2 | H1 – H7 |
| Knowledge and Understanding of course content | 40 | 5 | 5 | 10 | 20 |
| Skills in critical thinking, research methodology, analysing and communicating | 60 | 20 | 15 | 15 | 10 |
| TOTAL | 100 | 25 | 20 | 25 | 30 |

DANCE

Course Outcomes

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
 H1.2 performs, composes and appreciates dance as an artform
 H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
 H1.4 acknowledges and appreciates the relationship of dance and other media
 H2.1 understands performance quality, interpretation and style relating to dance performance
 H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
 H2.3 values the diversity of dance performance
 H3.1 identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
 H3.2 demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
 H3.3 recognises and values the role of dance in achieving individual expression
 H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
 H4.1 understands the concept of differing artistic, social and cultural contexts of dance
 H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
 H4.3 utilises the skills of research and analysis to examine dance as an artform
 H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance
 H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

| ASSESSMENT COMPONENTS | SYLLABUS WEIGHTING | TASK 1 Date: 12 & 14/12/2018 | TASK 2 Date: TERM 1 Week 4 | TASK 3 Date: TERM 1 Week 10 | TASK 4 Date: TERM 2 Weeks 8&9 Task: Trial HSC Exam: |
|-----------------------|--------------------|--|--|--|---|
| | | Core Performance Under Development Performance, interview and self analysis of student in performance | Presentation of Draft Core Composition: Performance, interview, and process journal with draft rationale and analysis of the manipulation of the elements of composition linked to concept.intent | Development of Major Study Submission/Performance of draft major study elective, elaboration interview and process diary including evidence of research. Core components will be presented for feedback | Trial HSC Exam Presentation of: <ul style="list-style-type: none"> • Core Performance and interview • Core Composition and Elaboration Interview • Core Appreciation • Major Study |
| | | Outcomes Assessed: H1.1, H1.2, H2.1, H3.1, H3.1, H3.2, H3.3, H3.4, H4.5 | Outcomes Assessed: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H4.5 | Outcomes Assessed: H1.1, H1.2, H1.3, H2.1, H2.2, H3.3, H4.2, H4.5 | Outcomes Assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5 |
| Core Performance | 20 | | 10 | | 5 |
| Core Composition | 20 | 15 | | | 5 |
| Core Appreciation | 20 | | | | 20 |
| Major Study | 40 | | | 30 | 10 |
| | 100% | 15% | 10% | 30% | 40% |

DESIGN AND TECHNOLOGY

Course Outcomes

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality major design project
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the major design project & relates these to industrial & commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development

| Assessment Components | Syllabus weighting | TASK 1 Date: 6/12/2018 Task: Project Proposal Presentation | TASK 2 Date: Term 1 Week 6 Task: Innovation and Emerging Technology Case Study | TASK 3 Date: Term 2 Week 4 Task: Written Report | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC |
|--|--------------------|--|--|---|--|
| | | <i>Outcomes assessed</i> H2.1, H4.1 ,H4.2 | <i>Outcomes assessed</i> H2.2, H3.1, H3.2, H6.2 | <i>Outcomes assessed</i> H4.3, H5.1, H5.2, H6.1 | <i>Outcomes assessed</i> H1.1, H1.2, H2.1, H2.2 H3.1, H6.2 |
| Knowledge and understanding of course content | 40 | | 20 | | 20 |
| Knowledge and skills in designing managing producing and evaluating a major design project | 60 | 20 | | 30 | 10 |
| TOTAL | 100 | 20 | 20 | 30 | 30 |

DRAMA

Course Outcomes

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

| ASSESSMENT COMPONENTS | SYLLABUS WEIGHTING | TASK 1 Date: Part A 12/12/2018 & 13/12/2018 Part B: 14/12/2018 | TASK 2 Date: Term 1 Week 8/9 | TASK 3 Date: TERM 2 WEEK 7/8 | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|--------------------|---|--|--|---|
| | | Individual Project Presentation & Lookbook | Half Yearly Exam Individual Project and Logbook | Written Exam: Australian Drama and Black Comedy | Trial Examination Group Performance & Logbook |
| | | <i>Outcomes Assessed</i> H1.5, H1.7, H3.1, H3.2 | <i>Outcomes Assessed</i> H1.3, H2.3, H3.3 | <i>Outcomes Assessed</i> H1.5, H1.7, H3.1, H3.2 | <i>Outcomes Assessed</i> H1.1, H1.6, H1.2, H2.1, H1.3, H2.2 H1/4, H3.3 |
| Australian Drama and Theatre | 15 | | | 15 | |
| Studies in Drama & Theatre: Black Comedy | 15 | | | 15 | |
| Trial HSC Examination: Group Performance | 30 | | | | 30 |
| Individual Project | 40 | 20 | | | 20 |
| | 100% | 20% | 20% | 30% | 30% |

ENGLISH ADVANCED

Course Outcomes

- EA12-1 A student independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 A student uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 A student critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effect on meaning
- EA12-4 A student strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 A student thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 A student investigates and evaluates the relationships between texts
- EA12-7 A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 A student explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 A student reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

| Assessment Modes | Weighting | TASK 1 Date: 18/12/2018 Task: Common Module – <i>The Crucible</i> and related texts Short Answer and Essay | TASK 2 Date: Term 1 Week 8 Task: Module B – Critical Study of Literature (<i>Good Night,</i> <i>and Good Luck</i>) Multimodal Presentation | TASK 3 Date: Term 3 Week 8 Task: Module C – The Craft of Writing Creative Writing Portfolio | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination (Module A will be assessed here) Formal Written Exam |
|--|-------------|--|---|--|--|
| Outcomes assessed | | Outcomes Assessed: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8 | Outcomes Assessed: EA12-1, EA12-2 EA12-3, EA12-4, EA12-5, EA12-7 | Outcomes Assessed: EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9 | Outcomes Assessed: EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8 |
| Knowledge and understanding of course content | 50 | 15 | 10 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 | 10 | 10 | 15 | 15 |
| TOTAL | 100% | 25% | 20% | 25% | 30% |

ENGLISH as an ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Course Outcomes

- EAL12-1A responds to composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL12-2 Uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EN12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts and analyses and evaluates their effects on meaning
- EN12-4 Adapts and applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EN12-5 Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL12-6 Investigates and explains the relationships between texts
- EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EN12-9 Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

| Assessment Modes | Syllabus Weighting | TASK 1 Date: 18/12/2018 Module A: Texts and Human Experiences Multimodal Presentation | TASK 2 Date: Term 1 Week 8 Module B: Language, Identity and Culture | TASK 3 Date: Term 2 Week 7 Focus on Writing: | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination (Module C: Close Study of Text is also assessed here) |
|--|---------------------------|---|--|--|---|
| | | Outcome Assessed: EAL12-1A, EAL12-1B, EAL12-4, EAL12-5, EAL12-7, EAL12-9 | Outcome Assessed: EAL12-2, EAL12-3, EAL12-6, EAL12-8, EAL12-9 | Outcome Assessed: EAL12-2, EAL12-3, EAL12-4, EAL12-5, EAL12-7, EAL12-8 | Outcome Assessed: EAL12-1A, EAL12-1B, EAL12-3, EAL12-4, EAL12-5, EAL12-6 |
| Knowledge and understanding of course content | 50 | 15 | 10 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 | 10 | 15 | 15 | 10 |
| TOTAL | 100% | 25% | 25% | 25% | 25% |

ENGLISH STANDARD

Course Outcomes

| | |
|--------|---|
| EN12-1 | Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure |
| EN12-2 | Uses, evaluates and justifies process, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies |
| EN12-3 | Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains the effects on meaning |
| EN12-4 | Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts |
| EN12-5 | Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments |
| EN12-6 | Investigates and explains the relationships between texts |
| EN12-7 | Explains and evaluates the diverse ways texts can represent personal and public worlds |
| EN12-8 | Explains and assesses cultural assumptions in texts and their effects on meaning |
| EN12-9 | Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |

| Assessment Modes | Syllabus Weighting | TASK 1 Date: 18/12/18 Task: Common Module – <i>Rainbow’s End</i> and related texts Short Answer and Essay | TASK 2 Date: Term 1 Week 8 Task: Module A – <i>One Night the Moon</i> Multimodal Presentation | TASK 3 Date: Term 3 Week 8 Task: Module C – The Craft of Writing Creative Writing Portfolio | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination Examination Module B (<i>Feed will be assessed here</i>) |
|--|--------------------|---|---|---|--|
| | | Outcomes Assessed: EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8 | Outcomes Assessed: EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8 | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9 | Outcomes Assessed: EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8 |
| Knowledge and understanding of course content | 50 | 15 | 10 | 10 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 50 | 10 | 10 | 15 | 15 |
| TOTAL | 100% | 25% | 20% | 25% | 30% |

ENGLISH EXTENSION 1

Course Outcomes

- EE12-1 distinguishes and evaluates the values expressed through texts
 EE12-2 explains different ways of valuing texts
 EE12-3 composes extended texts
 EE12-4 develops and delivers sophisticated presentations

| Assessment Components | Syllabus Weighting | TASK 1 Date: 10/12/2018 Task: Literary Worlds Multimodal Presentation | TASK 2 Date: Term 1 Week 8 Task: Worlds of Upheaval Creative Writing | TASK 3 Date: Term 2 Week 7 Task: Worlds of Upheaval Essay | TASK 4 Date: Term 3 Week 4-5 Task: Worlds of Upheaval Trial Examination Formal Written Examination |
|---|---------------------------|--|---|--|---|
| <i>Outcomes Assessed</i> | | Outcomes Assessed: EE12-1, EE12-2, EE12-4 | Outcomes Assessed: EE12-1, EE12-3 | Outcomes Assessed: EE12-1, EE12-2, EE12-3 | Outcomes Assessed: EE12-1, EE12-2, EE12-3 |
| Knowledge & Understanding of complex texts and how and why they are valued | 50 | 10 | 10 | 15 | 15 |
| Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation | 50 | 15 | 10 | 10 | 15 |
| TOTAL | 100% | 25% | 20% | 25% | 30% |

ENGLISH EXTENSION 2

Course Outcomes

- EEX12-1 Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2 Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5 Reflects on and evaluates the composition process and the effectiveness of their own published composition

| | Syllabus Weighting | TASK: Date: 5/12/2018 Task: Viva Voce (including written proposal) | TASK 2 Date: Term 1 Week 9 Task: Literature Review | TASK 3 Date: Term 3 Week 6 Task: Critique of the creative process |
|---|---------------------------|---|---|--|
| <i>Outcomes Assessed</i> | | Outcomes Assessed: EEX12-1, EEX12-4, EEX125 | Outcomes Assessed: EEX12-1, EEX12-2, EEX12-3, EEX12-4 | Outcomes Assessed: EEX12-2, EEX12-3, EEX12-5 |
| Skills in extensive independent investigation | 50 | 15 | 20 | 15 |
| Skills in sustained composition | 50 | 15 | 20 | 15 |
| TOTAL | 100 | 30 | 40 | 30 |

12 FOOD TECHNOLOGY

Course Outcomes

- H1.1 Explains manufacturing processes and technologies used in the production of food products
- H1.2 Examines the nature and extent of the Australian food industry
- H1.3 Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 Evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 Investigates operations of one organisation within the Australian Food Industry
- H3.2 Independently investigates contemporary nutrition issues
- H4.1 Develops, prepares and presents food using product development processes
- H4.2 Applies principles of food preservation to extend the life of food and maintain safely
- H5.1 Develops, realises and evaluates solutions to a range of food situations

| Assessment Components | Syllabus Weighting | TASK 1 Date: Term 1 Week 2 Task: Australian Food Industry and Food Manufacture Practical and Theory components | TASK 2 Date: Term 1 Week 10 Task: Food Product Development Practical and Theory components | TASK 3 Date: Term 2 Week 10 Task: Contemporary Nutrition Issues Practical and Theory components | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|-------------------------------------|--------------------|---|---|--|--|
| | | Outcomes assessed: H1.1, H1.4, H3.1 | Outcomes Assessed: H1.1, H1.3, H4.1 | Outcomes Assessed: H2.1, H3.2, H5.1 | Outcomes Assessed: H1.1, H1.4, H2.1, H3.1, H4.2 |
| Knowledge & Understanding | 40 | 10 | 5 | 5 | 25 |
| Research Analysis and Communication | 30 | 15 | 10 | 5 | |
| Experimentation and Preparation | 30 | | 15 | 15 | |
| TOTAL | 100% | 25 | 30 | 25 | 25 |

FRENCH BEGINNERS

Course Outcomes

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the tone, purpose, context or audience of a text
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts

| Assessment Components | Syllabus Weighting | TASK 1 Date: 13/12/2018 and 14/12/2018 (Listening, Speaking, Writing) | TASK 2 Date: Term 1 Week 8/9 | TASK 3 Date: Term 3 Week 7/8 | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|----------------------------|--------------------|---|---------------------------------|---------------------------------|--|
| Listening – Objectives 1&2 | 30% | 10% | | 11% | 9% |
| Reading – Objectives 1&2 | 30% | | 10% | 11% | 9% |
| Speaking – Objectives 1&3 | 20% | 6 | | 8% | 6% |
| Writing – Objectives 1&3 | 20% | 6 | 8% | | 6% |
| TOTAL | 100% | 22% | 18% | 30% | 30% |

GEOGRAPHY

Course Outcomes

- H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 explains the factors which place ecosystems at risk and the reasons for their protection
- H3 analyses contemporary urban dynamics and applies them in specific contexts
- H4 analyses the changing spatial and ecological dimensions of an economic activity
- H5 evaluates environmental management strategies in terms of ecological sustainability
- H6 evaluates the impacts of, and responses of people to, environmental change
- H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 evaluates geographical information and sources for usefulness, validity and reliability
- H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 applies mathematical ideas and techniques to analyse geographical data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

| Component Being Assessed | Syllabus Weighting | TASK 1 Date: 29/11/2018 Type: Chocolate Industry Trade Display | TASK 2 Date: Term 1, Week 8 Type: Urban Places Virtual Tour | TASK 3 Date: Term 2, Week 8 Type: Ecosystems at Risk Portfolio | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--|--------------------|--|---|--|--|
| | | Outcomes Assessed H1, H4, H6, H9, H10, H13 | Outcomes Assessed H1, H3, H8, H9, H12, H13 | Outcomes Assessed H1, H2, H5, H6, H11, H12 | Outcomes Assessed H1, H2, H3, H4, H5, H6, H10, H11, H12, H13 |
| Knowledge and understanding of course content | 40 | 10 | 5 | 5 | 20 |
| Geographical tools and skills | 20% | | 5 | 10 | 5 |
| Geographical inquiry and research, including fieldwork | 20% | 5 | 10 | 5 | |
| Communication of geographical information, ideas and issued in appropriate forms | 20% | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 20% | 25% | 25% | 30 % |

HISTORY EXTENSION

Course Outcomes

- HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis, and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 communicate through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4 constructs an historical position about an area of historical inquiry and discusses and challenges other positions.

| Components Being Assessed | Syllabus weighting | TASK 1 Date: Part A Term 1 Week 9 History Project – Historical Process: Proposal, process log, annotated sources | TASK 2 Date: Term 2, Week 9 Part B History Project - Essay | TASK 3 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--|--------------------|---|--|--|
| | | <i>Outcomes assessed HE12-1, HE12-2, HE12-3, HE12-4</i> | <i>Outcomes assessed HE12-1, HE12-2, HE12-3, HE12-4</i> | <i>Outcomes assessed HE12-1, HE12-3, HE12-4</i> |
| Knowledge and understanding of significant historiographical ideas and processes | 40 | 10 | 20 | 10 |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 60 | 20 | 20 | 20 |
| TOTAL | 100% | 30% | 40% | 30% |

JAPANESE BEGINNERS

Course Outcomes

- 1.2 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communication in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

| Assessment Components | Syllabus Weighting | TASK 1 Date: 14/12/2018 (Listening, Speaking and Writing) | TASK 2 Date: Term 1 Week 8/9 | TASK 3 Date: Term 2 Week 7/8 | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|----------------------------|--------------------|---|------------------------------------|------------------------------------|--|
| Listening – Objectives 1&2 | 30% | 10% | | 11% | 9% |
| Reading – Objectives 1&2 | 30% | | 10% | 11% | 9% |
| Speaking – Objectives 1&2 | 20% | 6% | | 8% | 6% |
| Writing – Objectives 1&3 | 20% | 6% | 8% | | 6% |
| TOTAL | 100% | 22% | 18% | 20% | 30% |

LEGAL STUDIES

Course Outcomes

- H1. Identifies and applies legal concepts and terminology
- H2. Describes and explains key features of and the relationship between Australian and international law
- H3. Analyses the operation of domestic and international legal systems
- H4. Evaluates the effectiveness of the legal system in addressing issues
- H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6. Assess the nature of the interrelationship between the legal system and society
- H7. Evaluates the effectiveness of the law in achieving justice
- H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9. Communicates legal information using well-structured and logical arguments
- H10. Analyses differing perspectives and interpretations of legal information and issues

| Assessment components | Syllabus Weighting | Task 1 Date: 28/11/2018 Crime: Research and Extended Response | Task 2 Date: Term 1 – Week 9 Human Rights: Research Task | Task 3 Date: Term 2 - Week 8 Family law: Extended Response | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|---------------------------|--|---|---|---|
| | | <i>Outcomes assessed: H1, H6, H8, H9, H10</i> | <i>Outcomes assessed: H2, H3, H6, H7, H8, H9</i> | <i>Outcomes assessed: H1, H4, H5, H6, H7, H8, H9</i> | <i>Outcomes assessed: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i> |
| Knowledge & Understanding of Course Content | 40 | 5 | 5 | 10 | 20 |
| Analysis and evaluation | 20 | 5 | | 10 | 5 |
| Research & Inquiry | 20 | 10 | 10 | | |
| Communication of legal information, issues and ideas in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 25% | 20% | 25% | 30% |

MATHEMATICS STANDARD

Course Outcomes

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and conclusions
- MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes including the use of the normal distribution, and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others, and justifying a response

| Assessment Components | TASK 1 Date: 3/12/18 Type: In Class Test | TASK 2 Date: Term 1 Week 8 Type: Research/ Investigative task | TASK 3 Date: Term 2 Week 7 Type: In Class Test | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--|---|---|--|---|
| | In class assessment | In-class assessment | In-class assessment | |
| | <i>Outcomes assessed</i> MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10 | <i>Outcomes assessed</i> MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10 | <i>Outcomes assessed</i> MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10 | <i>Outcomes assessed</i> MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4 MS2-12-5, MS2-12-6 MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10 |
| Weighting | 15% | 25% | 25% | 35% |
| Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 50% | 50% | 50% | 50% |
| Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models | 50% | 50% | 50% | 50% |
| TOTAL | 100% | 100% | 100% | 100% |

MATHEMATICS

Course Outcomes

- H1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts.
- H2 Constructs arguments to prove and justify results.
- H3 Manipulates algebraic expressions involving logarithmic and exponential functions.
- H4 Expresses practical problems in mathematical terms based on simple given models.
- H5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
- H6 Uses the derivative to determine the features of the graph of a function.
- H7 Uses the features of a graph to deduce information about the derivative.
- H8 Uses techniques of integration to calculate areas and volumes.
- H9 Communicates using mathematical language, notation, diagrams and graphs.

| Assessment Components | TASK 1 Date: 3/12/2018 Type: In Class Test | TASK 2 Date: Term 1 Week 8 Type: In Class Test | TASK 3 Date: Term 2 Week 7 Type: In Class Test | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|---|---|---|---|
| | <i>Outcomes assessed</i> H1,H2,H5,H9 | <i>Outcomes assessed</i> H2,H5,H6,H7,H8,H9 | <i>Outcomes assessed</i> H1, H2, H3, H4. H5, H6, H7, H8, H9 | <i>Outcomes assessed</i> H1, H2, H3, H4. H5, H6, H7, H8, H9 |
| Weighting | 20% | 25% | 25% | 30% |
| Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 50% | 50% | 50% | 50% |
| Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models | 50% | 50% | 50% | 50% |
| TOTAL | 100% | 100% | 100% | 100% |

MATHEMATICS EXTENSION 1

Course Outcomes

HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics.

HE2 Uses inductive reasoning in the construction of proofs.

HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion or exponential growth and decay.

HE4 Uses the relationship between functions, inverse functions and their derivatives.

HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement.

HE6 Determines integrals by reduction to a standard form through a given substitution.

HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form.

| Assessment Components | TASK 1 Date: 11/12/18 Type: In Class Test | TASK 2 Date: Term 1 Week 9 Type: In Class Test | TASK 3 Date: Term 2 Week 8 Type: In Class Test | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|---|--|---|--|
| | <i>Outcomes assessed</i> HE1, HE2, HE7 | <i>Outcomes assessed</i> HE1, HE2, HE4, HE6, HE7 | <i>Outcomes assessed</i> HE1, HE2, HE4, HE5, HE6, HE7 | <i>Outcomes assessed</i> HE1, HE2, HE3, HE4, HE5, HE6, HE7 |
| Weighting | 20% | 25% | 25% | 30% |
| Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 50% | 50% | 50% | 50% |
| Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models | 50% | 50% | 50% | 50% |
| TOTAL | 100% | 100% | 100% | 100% |

MATHEMATICS EXTENSION 2

Course Outcomes

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings.
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections.
- E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials.
- E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion.
- E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions.
- E7 Uses the techniques of slicing and cylindrical shells to determine volumes.
- E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae to problems.

| Assessment Components | TASK 1 Date: 17/12/2018 Type: In class Test | TASK 2 Date: Term 1, Week 10 Type: In Class Test | TASK 3 Date: Term 2, Week 9 Type: In Class Test | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|---|--|--|--|
| | <i>Outcomes assessed</i> E1, E2, E3 | <i>Outcomes assessed</i> E1, E2, E3, E4, E6 | <i>Outcomes assessed</i> E1, E2, E3, E4, E6, E7, E8 | <i>Outcomes assessed</i> E1, E2, E3, E4, E5, E6, E7, E8 |
| Weighting | 20% | 25% | 25% | 30% |
| Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 50% | 50% | 50% | 50% |
| Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models | 50% | 50% | 50% | 50% |
| TOTAL | 100% | 100% | 100% | 100% |

MODERN HISTORY

Course Outcomes:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

| Assessment Components | Syllabus weighting | TASK 1 Date: 6/12/2018 Topic: National Study: Russia and the Soviet Union 1917-1941 Type: Research and in class written response | TASK 2 Date: Week 8 Term 1 Topic: Power and authority in the Modern World Type: Hand in portfolio task | TASK 3 Date: Term 2 Week 9 Topic: Peace and Conflict Type: Historical analysis task; Research and in class presentation | TASK 4 Date: Term 3 Week 4-5 Type: Trial HSC Examination |
|--|--------------------|---|---|--|---|
| | | <i>Outcomes assessed:</i> MH12-2, MH12-3, MH12-5, MH12-9 | <i>Outcomes assessed:</i> MH12-1, MH12-4, MH12-6, MH12-7, MH12-9 | <i>Outcomes assessed:</i> MH12-2, MH12-3, MH12-5, MH12-7, MH12-8, MH12-9 | <i>Outcomes assessed:</i> MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 |
| Knowledge and understanding of content | 40 | 10 | 10 | 5 | 15 |
| Historical skills in the analysis of sources and interpretations | 20 | | 5 | 5 | 10 |
| Historical inquiry and research | 20 | 5 | 5 | 10 | |
| Communication of historical understanding in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 20% | 25% | 25% | 30% |

MUSIC 1

Through activities in performance, composition, musicology and aural, a student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identified, recognises, experiments with, and discusses the use and effects of technology in music

| Component | Syllabus Weighting | Task 1 Date: 13/12/2018 Task: Composition Portfolio and Aural Analysis | Task 2 Date: Term 1 Week 9/10 Task: Presentation of Performance and Viva Voce | Task 3 Date: Term 2 Week 6/7 Task: Presentation or Submission: Electives Option for Topics 1&2 | Task 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination Aural Skills Examination Presentation or Submission: Elective Option for Topic 3 |
|--------------|--------------------|--|---|--|---|
| | | Outcomes Assessed H2, H4, H5, H6, H7, H8 | Outcomes Assessed H1, H2, H4, H5, H6 | Outcomes Assessed H1 – H8 | Outcomes Assessed H1 - H8 |
| Performance | 20 | | 10 | | |
| Composition | 20 | 10 | | | |
| Musicology | 20 | | 10 | | |
| Aural | 20 | 10 | | | 15 |
| Electives | 20 | | | 30 | 15 |
| Total | 100% | 20% | 20% | 30% | 30% |

MUSIC 2

Through activities in performance, composition, musicology and aural, a student:

H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble

H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics

H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures

H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts

H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations

H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context

H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics

H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied

H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music

| Component | Syllabus Weighting | Task 1 Term 1 Week 5 | Task 2 Term 1 Week 9/10 | Task 3 Term 2, Week 5/6 | Task 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|--------------------|---------------------------|---|---|------------------------------------|---|
| | | Composition Draft and Analysis of Selected Works | Presentation of Core Performance | Presentation of Electives | Musicology and Aural Skills Examination |
| | Outcomes assessed: | H3, H5, H6, H7, H9 | H1 – H9 | H1 – H9 | H2, H4, H5, H6, H8 |
| Performance | 20 | | 20 | | |
| Composition | 20 | 20 | | | |
| Musicology | 20 | 10 | | | 10 |
| Aural | 20 | | | | 20 |
| Elective | 20 | | | 20 | |
| | 100% | 30% | 20% | 20% | 30% |

MUSIC – EXTENSION

| Performance Outcomes | Composition Outcomes | Musicology Outcomes |
|---|--|--|
| Through performance and related activities a student: 1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member | Through composition and related activities a student: 1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style | Through musicology and related activities a student: 1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources |
| 2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others | 2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others | 2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others |
| 3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed | 3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style | 3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research |
| 4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed | 4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed | 4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing |
| 5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction | 5. presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition | 5. presents, discusses and evaluates the problem-solving process and the development and realisation of a research project |
| 6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed | 6. critically analyses the use of musical concepts to present a personal compositional style | 6. critically analyses the use of the musical concepts to articulate their relationship to the style analysed |

| Component | Syllabus Weighting | Task 1 Date: Term 1, Week 4 | Task 2 Date: Term 2 Week 4 | Task 3 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|---------------------------|---------------------------------------|--------------------------------------|---|
| | | Elective Task | Elective Task | Elective Task |
| | Outcomes Assessed | H1- H6 | H1 – H6 | H1 – H6 |
| Performance or Composition or Musicology | 100 | 30 | 30 | 40 |
| | 100 | 30% | 30% | 40% |

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Outcomes

- H1 describes the nature and justifies the choice of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

| Assessment Components | Syllabus weighting | TASK 1 Date: 30/11/2018 Task: Sports Medicine | TASK 2 Date: Term 1 Week 8 Task: Core 1 | TASK 3 Date: Term 2 Week 7 Task: Core 2 | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|--------------------|---|---|---|--|
| | | <i>Outcomes assessed H8, H13, H16, H17</i> | <i>Outcomes assessed H1 – H5, H14 - H16</i> | <i>Outcomes assessed H7 – H 11, H16 – H17</i> | <i>Outcomes assessed H1 – H16</i> |
| Knowledge and understanding of course content | 40 | 5 | 10 | 10 | 15 |
| Skills in critical thinking, research, analysis and communicating | 60 | 15 | 15 | 15 | 15 |
| | 100 | 20 | 25 | 25 | 30 |

PHYSICS

Course Outcomes

Skills

- PH11/12-1 A student develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 A student designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 A student conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 A student analyses and evaluates primary and secondary data and information
- PH11/12-6 A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding

- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles.
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

| Assessment Components | Syllabus weighting | TASK 1 Date: 22/11/18 Task: Practical Task Advanced Mechanics | TASK 2 Term 1, Week 10 Task: Processing/Modelling Task Electromagnetism | TASK 3 Date: Term 2 Week 8 Task: Depth Study Literature Review and Investigation | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|----------------------------------|--------------------|--|--|--|---|
| | | Outcomes Assessed PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-12 | Outcomes Assessed PH11/12-1, PH11/12-5, PH11/12-7, PH12-13 | Outcomes Assessed PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14 | Outcomes Assessed PH11/12- 2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12- 13, PH12-14, PH12-15 |
| Knowledge and Understanding | 40 | 5 | 5 | 10 | 20 |
| Skills in Working Scientifically | 60 | 15 | 15 | 20 | 10 |
| TOTAL | 100% | 20% | 20% | 30% | 30% |

SOCIETY AND CULTURE

Course Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

| Assessment Components | Syllabus weighting | TASK 1 Date: 12/12/2018 Task: Research Portfolio: Social and Cultural Continuity and Change with PIP Progress Report | TASK 2 Date: Term 1 Week 10 Task: Oral task on Depth Study 1 with PIP Progress Report | TASK 3 Date: Term 2 Week 7 Task: Research Task in-class extended response on Depth Study 2 | Task 4 Date: Term 3 Weeks 4-5 Task: Trial Examination |
|--|--------------------|--|---|--|--|
| | | <i>Outcomes assessed</i> H1, H5, H7, H8, H9, H10 | <i>Outcomes assessed</i> H1, H2, H3, H7, H9, H10 | <i>Outcomes assessed</i> H1, H2, H3, H4, H7, H9, H10 | <i>Outcomes assessed</i> H1,H2, H3, H4, H5, H6, H 9 , H10 |
| Knowledge and Understanding of Course Content | 50 | 10 | 10 | 15 | 15 |
| Application and evaluation of social and cultural research methodologies | 30 | 10 | 10 | | 10 |
| Communication of information, ideas and issues in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 25% | 25% | 20% | 30% |

SPORT, LIFESTYLE AND RECREATION- HSC COURSE

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.4 composes, performs and appraises movement
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

| | Syllabus Weighting | TASK 1 Games & Sports Applications 2 Progressive In class assessment throughout the year | TASK 2 Date: Term 4 Week 8 Aquatics Task Written Task | TASK 3 Date: Term 1 Week 9 Outdoor Recreation Task | TASK 4 Date: Term 2 Week 9 Class Test |
|--------------|---------------------------|---|--|---|---|
| | | Outcomes Assessed: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.4, 4.1, 4.4 | Outcomes Assessed: 1.1, 1.3, 2.2, 3.1, 3.4, 3.6, 4.4 | Outcomes Assessed 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4 | Outcomes Assessed 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5 |
| | | Practical | Practical | Practical | Practical |
| Practical | 50% | 15 | 10 | 15% | 10% |
| | | Theory | Theory | Theory | Theory |
| Theory | 50% | 15% | 10% | 10% | 15% |
| TOTAL | 100% | 30% | 20% | 25% | 25% |

STUDIES OF RELIGION II

Course Outcomes

- H1 Explains aspects of religion and belief
- H2 Describes and analyses the influence of religion and belief systems on individuals and society
- H3 Examines the influence and expression of religion and belief systems in Australia
- H4 Describe and analyses how aspects of religious traditions are expressed by their adherents
- H5 Evaluates the influence of religious traditions in the life of adherents
- H6 Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 Conducts effective research about religion and evaluates these findings from the research
- H8 Applies appropriate terminology and concepts related to religion and belief systems
- H9 Coherently and effectively communicates complex information, ideas and issues using appropriate written oral and graphic forms.

| Assessment Components | Syllabus Weighting | TASK 1 Date: 11/12/2018 Task: Media file and written report Religion and belief systems in Australia post-1945 | TASK 2 Date: Term 1 – Week 8 Task: Research and in-class extended response on ONE religious tradition depth study | TASK 3 Date: Term 2 – Week 7 Task: In Class stimulus based short answer responses. Religious Tradition Depth Studies | TASK 4 Date: Term 3 Week 4-5 Task: Trial HSC Examination |
|---|--------------------|--|---|--|--|
| | | <i>Outcomes assessed</i> H1, H2, H3, H4, H5, H6, H8, H9 | <i>Outcomes assessed</i> H1, H2, H4, H5, H6, H7, H8, H9 | <i>Outcomes assessed</i> H1, H2, H5, H6, H8, H9 | <i>Outcomes assessed</i> H1, H2, H3, H4, H5, H6, H8, H9 |
| Knowledge and understanding of course element | 40 | 5 | 10 | 5 | 20 |
| Source-based skills | 20 | | 5 | 10 | 5 |
| Investigation & Research | 20 | 10 | 10 | | |
| Communication of information, ideas and issues in appropriate forms | 20 | 5 | 5 | 5 | 5 |
| TOTAL | 100% | 20% | 30% | 20% | 30% |

TEXTILES AND DESIGN

Course Outcome

- H 1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H 1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H 1.3 identifies the principles of colouration for specific end-uses
- H 2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H 2.2 demonstrates proficiency in the manufacture of a textile item/s
- H 2.3 effectively manages the design and manufacture of a Major Textiles Project to completion
- H 3.1 explains the interrelationship between fabric, yarn and fibre properties
- H 3.2 develops knowledge and awareness of emerging textile technologies
- H 4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H 4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H 5.1 investigates and describes aspects of marketing in the textile industry
- H 5.2 analyses and discusses the impact of current issues on the Australian textiles industry
- H 6.1 analyses the influence of historical, cultural and contemporary developments on textiles

| | Syllabus Weighting | Task 1 Date: 28/11/2018 Task: Contemporary Designer Case Study | Task 2 Date: Term 1 Week 2 Task: MTP Designing & Planning Oral Presentation | Task 3 Date: Term 2 Week 8 Task: Innovation Study | Task 4 Date: Term 3 Weeks 4-5 Task: Trial HSC Examination |
|--|---------------------------|---|--|--|--|
| | | Outcomes Assessed: H3.1, H3.2, H4.1, H5.1 | Outcomes Assessed: H2.1, H2.3, H4.2 | Outcomes Assessed H3.2, H4.1, H5.2, H6.1 | Outcomes Assessed: H1.3, H3.1, H3.2, H4.1, H5.2, H6.1 |
| Knowledge and understanding of course content | 50 | 15 | | 10 | 25 |
| Skills and knowledge in the design, manufacture and management of a major textiles project | 50 | 5 | 25 | 15 | 5 |
| TOTAL | 100 | 20 | 25 | 25 | 30 |

VISUAL ARTS

Course Outcome

- H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
 H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
 H3: demonstrates an understanding of the frames when working independently in the making of art
 H4: selects and develops subject matter and forms in particular ways as representations in art-making
 H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
 H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
 Art Criticism and Art History outcomes
 H7: applies their understanding of practice in art criticism and art history
 H8: applies their understanding of the relationships among the artist, artwork, world and audience
 H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
 H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

| Assessment Components | Syllabus weighting | TASK 1 Date: Term 1 Week 4 Task: Development of the Body of Work Written Research Task | TASK 2 Date: Term 2 Week 2 Task: Written Research Essay Task | TASK 3 Date: Term 2 Week 8 Task: Resolving artmaking practices | TASK 4 Date: Term 3 Week 5 Task: Trial Examination Resolving the Body of Work |
|-------------------------------|---------------------------|---|---|---|--|
| | | <i>Outcomes Assessed</i> H1, H3, H4 | <i>Outcomes Assessed</i> H7, H8, H10 | <i>Outcomes Assessed</i> H1, H2, H5, H6 | <i>Outcomes Assessed</i> H1, H2, H4, H5, H6, H7, H8, H9, H10 |
| Artmaking | 50 | 10 | | 20 | 20 |
| Art Criticism and Art History | 50 | 10 | 20 | | 20 |
| | 100% | 20% | 20% | 20% | 40% |

| Assessment Tasks for Certificate II Kitchen Operations SIT20416 | | Cluster D | Cluster E | Cluster F | Half Year Exam | Trial HSC Exam |
|--|---|---------------------|---------------------|-----------------------------------|------------------------------------|------------------------------------|
| | | Food Glorious Food | Working in Industry | Cooking in the Commercial Kitchen | | |
| | | Week: 10 Term: 4 | Week: 9 Term: 1 | Week: 10 Term: 2 | Week: N/A Term: | Week: 4 & 5 Term: 3 |
| Code | Unit of Competency | | | | HSC Examinable Units of Competency | HSC Examinable Units of Competency |
| SITHCCC003 | Prepare and present sandwiches | X | | | | |
| SITHCCC006 | Produce appetisers and salads | X | | | | |
| BSBWOR203 | Work effectively with others | | X | | | |
| SITHIND002 | Source and use information on the hospitality industry | | X | | | |
| BSBSUS201 | Participate in environmentally sustainable work practices | | X | | | |
| SITHCCC005 | Prepare dishes using basic methods of cookery | | | X | | |
| SITHCCC011 | Use cookery skills effectively | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.