

# **NAGLE COLLEGE**



**Year 12**  
**2016 – 2017**

**HIGHER SCHOOL CERTIFICATE  
ASSESSMENT INFORMATION  
HANDBOOK**

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**Nagle College** is under the patronage of Nano Nagle who founded the congregation of the Presentation Sisters. Our College continues the educational emphasis which Nano Nagle initiated when she taught in Ireland. Her educational goal, based on her commitment to Jesus' message of love, was for each child to be Christian, literate and practical, so that the world may be transformed for the better by them. Like Nano's goal, we too wish to support the Nagle students in developing their gifts and talents so that they can take their places in the world with confidence.

The focus of this booklet is to ensure that all Year 12 students have a clear understanding of their responsibilities as candidates for the Higher School Certificate. It is crucial that all parents become familiar with the requirements for the award of the HSC so that they may continue to support their daughters through this important year. Please be assured of our ongoing commitment to our Year 12 students as they move through the final year of their secondary education.

God Bless,

Mrs Delma Horan  
**Principal**

## STAFF LIST 2016 - 17

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<b>Teacher in charge of library</b>	<b>Mr Ernesto Gutierrez</b>
<b>Careers Advisors</b>	<b>Mrs Marie Etherington &amp; Mrs Karen Vasarelli</b>
<b>College Counsellor</b>	<b>Mrs Rebecca Gorbach</b>
<b>Diversity</b>	<b>Mrs Cheryl Godfrey</b>

*Nagle College*  
*Year 12 HSC Assessment Information Handbook 2016 - 17*  
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## **HSC COURSE REQUIREMENTS**

### **Assessment Marks**

The assessment marks determined by the College for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by the external examination, although all the objectives measured by the examination must be covered and
- multiple measures and observations made throughout the course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination, thus increasing the accuracy of the final assessment of each student's achievement. Some knowledge and skills outcomes are better assessed in specific settings (e.g. research, fieldwork or practical skills) and these allow students to demonstrate their achievements through a variety of assessment tasks.

The assessment marks determined by the College will reflect the knowledge and skills objectives of the course and the related outcomes.

### **HSC Course Assessment**

Assessment in the HSC course will involve a variety of activities. Some activities will be nominated as formal assessment tasks; others will be informal tasks. These tasks will provide a broad view of student achievement in the individual courses. Syllabus outcomes other than those measured in examinations may be assessed.

**Students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted.**

## **BOSTES REQUIREMENTS**

BOSTES requires schools to provide an assessment mark for each student in each of the courses studied. The marks are derived from formal assessment tasks which are set in accordance with the College assessment programme for each course.

Schools are required to:

- specify various assessment tasks and allocate marks to each task;
- provide a schedule of tasks throughout the course;
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks; and



- conduct appropriate reviews of the administration of assessment.

## **PROCEDURES**

This section outlines the procedures established at Nagle College.

### **Notification of Assessment Tasks**

1. All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates, components and weightings.
2. An assessment calendar of all HSC tasks will be provided to students. As soon as this is issued, students are encouraged to record the dates in their diaries.
3. A detailed notification of the requirements for each task will be provided in class, in writing, **at least 2 weeks prior to the date for completion or submission**. This notification will include:
  - the topic;
  - the outcomes to be assessed;
  - the number of the task, the marks allocated, percentage weighting of the task and the date for submission or completion;
  - task description; and
  - marking criteria.
4. KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date or outcomes) contained in this booklet. Students will, however, be given written notice of such changes **at least two weeks before the task is due**.
5. Each student will be given feedback on her achievement in each task. Should there be concerns about the allocated marks or ranks, **students must discuss the matter immediately with the class teacher in the first instance**.

## **SUBMISSION OF TASKS**

### **Prepared tasks – assignments, research tasks, major works**

- All such tasks must be submitted **NO LATER THAN 8.45 am on the morning** that the task is due, electronically via Turnitin, unless other arrangements have been discussed with the KLA Co-ordinator.
- When a task is submitted **after 8.45 am**, it will be **considered late**. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- The penalties for late submission of tasks are as follows:
  - For the first day that a task is late, 25% of the marks awarded for the task will be deducted.
  - On the second day that the task is late, 50% of the marks awarded for the task will be deducted.
  - On the third day that a task is late, the task will receive a mark of zero.
- If a student is absent from school the day before a task is due, and does not provide a medical certificate or other applicable documentation, 25% of the marks awarded for the task will be deducted.
- It is the student's responsibility to ensure that the hard copy of a task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll if she submits a hard copy of a task. Should a task be misplaced, this roll will be evidence that the task has been submitted. **A copy of written tasks should always be kept by the student.**
- When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.
- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology.

### **In-class tasks: tests, prepared essays, examinations**

Students must ensure that they have the appropriate equipment for each task. The required equipment will be published on the Assessment Task Notification and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

### **Failure to Submit a Task or Attend a Task**

If a student does not complete an assessment task specified in the assessment program after three days, and does not have an acceptable reason, she **will receive zero for that task**.

### **What to do if Absent from School When an Assessment is Scheduled**

If a student is absent on the day of an in-class assessment or examination, a **parent must phone the College** and inform us of the student's illness and/or inability to attend the set task. Please ask for this information to be passed on to the relevant teacher/Co-ordinator and the Leader of Teaching and Learning. The student must complete an Illness/Misadventure Form and attach the necessary documentation (medical certificate, funeral notice, court notice, etc) to explain the absence, along with a written explanation from a parent/guardian. The Illness/Misadventure Form and documentation must be submitted to the Leader of Teaching and Learning **no later than 3 days** from the date of the student's return.

It is the role of the Leader of Teaching and Learning, in consultation with the KLA Co-ordinator and the Year 12 Co-ordinator, to consider the application and to make any recommendations to the Principal.

If a student is absent on the day of a hand-in assessment, and is unable to submit via Turnitin, **it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf, if possible.**

**If the task cannot be delivered to the College, it should be emailed to the Leader of Teaching and Learning at [dreavey@parra.catholic.edu.au](mailto:dreavey@parra.catholic.edu.au)**

In cases where it is impossible for the task to be submitted on the due date, it must be handed to the Leader of Teaching and Learning **before school on the first day that the student returns to school.**

Where there is no valid reason for not completing an assessment task or failure to follow correct procedures, a zero mark must be recorded for that task. In this situation a **warning letter from the College will be sent to parents.**

NOTE: A student always retains the right to appeal.

**Please note:**

- An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.
- Missing or failing to submit an assessment task will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task nor would it include a known absence where an alternative arrangement was not made.
- **Handing in an Illness/Misadventure Form is not a guarantee that you will get it approved.**
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness must be substantiated by a medical certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting submission of assessment tasks, the school will require a doctor's certificate.
- The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental appointments, holidays or sporting events.
- In cases where there are extenuating circumstances and the school is notified well before the due date of the task, approval may be granted to complete the task or a substitute task at an alternative time/date.

In exceptional circumstances, for example where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal could authorise the use of an estimate based on other appropriate evidence.

## **Requirements for Principals to warn students**

BOSTES has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed course in which they are enrolled in accordance with the requirements issued by the Board.

The principal will determine if there is sufficient evidence that each student has applied herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If it appears that a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an “N” determination;
- advise the parent or guardian in writing;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain a copy of the warning notice and other relevant documentation.

### **‘N’ Determination**

Students who have still not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination. In such cases the subject will not appear on a student’s transcript of study.

In addition, the principal may determine that, as a result of absence, the course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student’s absence to the non-completion of the course requirements.

If a student is to be given an ‘N’ determination, the Principal must submit the ‘N’ determination and advise the student of the determination, its consequences and the student’s right to a College review and subsequent appeal to the Board of Studies, Teaching and Educational Standards using the form supplied by the Board. A student seeking a review of an ‘N’ determination must apply to the Principal in writing.

## **ASSESSMENT TASK RESULTS**

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks generally within two weeks depending on the size of the group.

When a task is returned, the student should check the mark. It is important that the addition of marks is checked carefully.

Marked assessment tasks will provide students with a variety of meaningful feedback for improving their work. Students will receive a mark and/or written feedback for every completed task.

## **STUDENT QUERY ABOUT RESULTS**

If a student has a query about an assessment mark for an individual task, she should speak to the relevant KLA Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

### **Appealing a decision**

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 12 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the issuing of a warning letter must submit a **written appeal**, together with evidence and signed by parents, to the Leader of Teaching and Learning **for review within 3 days of receiving the letter**. The decision will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time granted;
- an alternative task;
- an approved assessed mark determined;
- a late penalty or
- a zero mark.

### **AWARD OF A ZERO MARK**

A zero mark may be awarded under the following circumstances:

#### **Failure to follow procedure**

Failure to follow the procedures outlined above (including the failure to provide the appropriate documentation) may result in the award of a zero mark.

#### **Malpractice**

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the

assessment process constitutes malpractice. Malpractice in any form, including plagiarism, is unacceptable.

Malpractice includes practices such as taking notes into examinations, attempting to gain access to notes during examinations, copying another student's work, allowing another student to copy your work and attempting to gain unfair advantage.

Allegations of malpractice will be treated seriously and detected malpractice will limit a student's marks and jeopardise her HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task. However, a zero will be recorded for the task in the faculty mark book.

### **Unfair Advantage**

If a student absents herself from a class prior to the completion of a task or is away from school prior to a task without a satisfactory reason and medical certificate, a student may be deemed to have gained an unfair advantage. A zero may be awarded.

### **Non-serious Attempt**

If a student attempts a particular task and scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

### ***Warning to students***

The awarding of a zero mark may affect the student's ability to receive the HSC. Students and parents/guardians will be notified by letter in the event of the award of a zero. The student will be provided with details for completion/submission of task(s).

### **Cancellation or Replacement of Tasks**

The policy of the BOSTES is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

### **Appeals Regarding Rank**

At the end of the Higher School Certificate course, students may ask the school for their rank order in each course that you studied based on school assessments. If a student believes that her rank in any course is not correct, she may apply to the College Principal for a review.

Further details about reviews and appeals are on the assessment appeal form that may be obtained from the College.

### **Group Assessment tasks - marking procedures**

The Board of Studies requires that the marking of students' work in all assessment tasks be done on **an individual basis**. Therefore, unless specifically mandated BOSTES, there will be **NO** group assessment tasks.

If group assessment tasks are needed, as per BOSTES' requirements, the student's work will be marked by the teacher on an individual basis.

### **HSC submitted works**

Students studying Design and Technology, English Extension 2, Music, Society and Culture, Textiles and Design and Visual Arts will need to undertake practical examinations and/or submit work in addition to the internal assessment tasks shown in this handbook.

Students must certify their work as their own. In addition, the Principal and the class teacher must certify that the work has been done under that teacher's supervision.

The Board of Studies, Teaching and Educational Standards will advise the College when these submitted works are due. All submitted work must be handed to the respective KLA Co-ordinator or KLA representative **by the time of day** on the date set by the Board of Studies. These works do not go through the normal internal assessment procedures.



### **Special Provisions**

Students can apply to the Board of Studies, Teaching and Educational Standards for Special Provisions in Year 12 for examination purposes only.

The College may make a determination to provide Special Provisions for a student for the Mid-Course and Trial examinations based on:

- a previous Special Provision application;
- intended Year 12 application;
- recent diagnostic assessment; and
- information provided by the student and parent(s).

However, until BOSTES has approved a student's application for Special Provisions for the 2017 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Special Provisions.

### **Student Numbers for Assessment tasks**

For the Mid-Course and Trial examinations, students will be required to use their student number, instead of their name.

For other assessment tasks, the discretion lies with the KLA Co-ordinator whether a name and/or number is provided by the student on the task.



# NAGLE COLLEGE

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Established 1965

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## NAGLE COLLEGE ILLNESS/MISADVENTURE FORM HIGHER SCHOOL CERTIFICATE COURSE

Name: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Nature of Task (essay, oral, test etc) \_\_\_\_\_

Due Date: \_\_\_\_\_ Period: \_\_\_\_\_

I declare that I was absent from an Assessment Task.

EXPLANATION: \_\_\_\_\_

The following documentary evidence is provided with a detailed explanation from Parent / Guardian:

- Medical Certificate
- Permission from Principal
- Other: \_\_\_\_\_

The College was contacted by phone:  Yes  No

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

Parent/Guardian's signature: \_\_\_\_\_

Dated: \_\_\_\_\_

### DECISION

- Alternate Assessment Task to be set. Date due: \_\_\_\_\_
- Extension of time granted until: \_\_\_\_\_
- No credit for this Assessment task. (Parents notified in writing by Curriculum Coordinator.)
- Other action: \_\_\_\_\_

\_\_\_\_\_ Dated: \_\_\_\_\_  
KLA Coordinator's signature

\_\_\_\_\_ Dated: \_\_\_\_\_  
Stage Coordinator's signature

\_\_\_\_\_ Dated: \_\_\_\_\_  
Leader of Teaching & Learning's signature

# RELIGIOUS EDUCATION

## STUDIES OF RELIGION II

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Depth Study: Islam</b>	<b>Religion in Australia Post 1945 and Depth Studies 1 and 2</b>	<b>Depth Study: Judaism</b>	<b>Trial Exam</b>	
<b>Format</b>	Research Task/Written	Prepared written response task	Source Analysis/ Written	Examination	
<b>Date</b>	<b>T1, W3</b>	<b>T1, W9-10</b>	<b>T2, W5</b>	<b>T3 W3-5</b>	
Syllabus Outcomes	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Assessment Component					
Knowledge & understanding of course content	5	15	5	15	40
Source-based Skills	5		10	5	20
Investigation and research	10		10		20
Communication of information, ideas and issues	5	10		5	20
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## STUDIES OF RELIGION I

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Religion in Australia Post 1945 and Islam</b>	<b>Depth Study: Christianity</b>	<b>Trial Exam</b>	
<b>Format</b>	Prepared written response task	Source Analysis	Examination	
<b>Date</b>	<b>T1, W9 or 10</b>	<b>T2, W9</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1,H2, H3,H4, H5, H7, H8, H9	H1, H2, H4, H5, H6,H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
<b>Assessment Component</b>				
Knowledge & understanding of course content	5	5	10	20
Source-based Skills		5	5	10
Investigation and research	5			10
Communication of information, ideas and issues				10
<b>TOTAL</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>50</b>

## RELIGION CATHOLIC STUDIES

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Ministry Project</b>	<b>Spiritual Pathways</b>	<b>Living Texts/Christian Vocation, Work and Leisure</b>	
<b>Format</b>	Oral Presentation	Source Analysis/Writing Task	Exam (During the trial exam block)	
<b>Date</b>	<b>T4, W8</b>	<b>T1, W9</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	C6.3, C6.9, C6.10, C6.11, C6.12	C6.3, C6.9, C6.10, C6.11, C6.12	C6.3, C6.4, C6.7, C6.9, C6.10, C6.11, C6.12	
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>

# ENGLISH

## ENGLISH STANDARD

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TASK 6</b>	<b>TOTAL</b>
<b>Name</b>	<b>Area of Study: Discovery Robert Frost</b>	<b>Area of Study: Discovery Robert Frost</b>	<b>Module B: Close Study of Text - <i>The Curious Incident of the Dog in the Night Time</i></b>	<b>Module A: Experience through Language - <i>The Shoe-horn Sonata</i></b>	<b>Module C: Texts and Society - <i>Billy Elliot</i></b>	<b>Trial Examination</b>	
<b>Format</b>	Oral Presentation	Mid-Course Examination	Hand In	Hand In	Listening Task	Examination	
<b>Date</b>	<b>T4, W9</b>	<b>T1, W9-10</b>	<b>T2, W1</b>	<b>T2, W6</b>	<b>T2, W10</b>	<b>T3, W3-W5</b>	
<b>Syllabus Outcomes</b>	1,2,3,4,5,6,7,8, 9,10,11,12,13	1,2,3,4,5,6,7,8,9, 10,11	3,4,6,8,10	1,3,5,8,10	1,3,5,7	1,2,3,4,5,6,7,8, 9,10,11	
<b>Assessment Component</b>	Speaking	Reading and Writing	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
<b>Reading</b>		10	5			10 (AOS)	25
<b>Writing</b>		5	10			15 (MODULES)	30
<b>Listening</b>					15		15
<b>Speaking</b>	15						15
<b>Viewing and Representing</b>				15			15
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>



## ENGLISH ADVANCED

*Assessment Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TOTAL
<b>Name</b>	<b>Area of Study: Discovery <i>The Tempest</i> (Shakespeare)</b>	<b>Area of Study: Discovery <i>The Tempest</i> (Shakespeare)</b>	<b>Module A: Comparative Study <i>The Great Gatsby</i> and Barrett Browning</b>	<b>Module C: Representatio n and Text - <i>Wag the Dog</i></b>	<b>Module B: Critical Study - Speeches</b>	<b>Trial Examination</b>	
<b>Format</b>	Oral Presentation	Mid-Course Examination	Hand In	Hand In	Listening Task	Examination	
<b>Date</b>	<b>T4, W9</b>	<b>T1, W9-10</b>	<b>T2, W1</b>	<b>T2, W6</b>	<b>T2, W10</b>	<b>T3, W3-W5</b>	
<b>Syllabus Outcomes</b>	1,2,3,4,5,6,7,8,9, 10,11,12,13	1,2,3,4,5,6,7,8,9, 10,11	1, 2, 2A, 4,5,6,7, 10, 12A	1,2,2A,4,5,12A, 13	1,2A,3,6,8,9	1,2,2A,3,4,5,6,7,8,9, 10,11	
<b>Assessment Component</b>	Speaking	Reading and Writing	Reading and Writing	Viewing and Representing	Listening	Reading and Writing	
<b>Reading</b>		10	5			10 (AOS)	25
<b>Writing</b>		5	10			15 (MODULES)	30
<b>Listening</b>					15		15
<b>Speaking</b>	15						15
<b>Viewing and Representing</b>				15			15
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>

## ENGLISH EXTENSION 1

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Module A: Genre Elective 3: Science Fiction</b>	<b>Module A: Genre Elective 3: Science Fiction</b>	<b>Module A: Genre Elective 3: Science Fiction</b>	
<b>Format</b>	Seminar and listening Prepared beforehand and presented during the exam week.	Research essay Hand in	Trial Examination In class	
<b>Date</b>	<b>T1, W9-10</b>	<b>T2, W9</b>	<b>T3, W3-W5</b>	
<b>Syllabus Outcomes</b>	1,2,3,4	1,2,3	1,2,3,	
<b>Assessment Component</b>				
<b>Knowledge and understanding of complex texts and how and why they are valued</b>	10	10	5	25
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Complex analysis</li> <li>• Sustained composition</li> <li>• Independent investigation</li> </ul>	5	10	10	25
<b>TOTAL</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>

## ENGLISH EXTENSION 2

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Viva Voce addressing the proposal for the Major Work</b>	<b>Report</b>	<b>Draft version of the major work and reflection statement</b>	
<b>Format</b>	Folio and Speaking Prepared and in class	Extended Response Hand in	Hand in Task	
<b>Date</b>	<b>T4, W8</b>	<b>T1, W10</b>	<b>T2, W9</b>	
<b>Skills in extensive independent investigation</b>	5	10	10	25
<b>Skills in sustained composition</b>	5	5	15	25
<b>Syllabus Outcomes</b>	1, 2	1, 2	1, 2	
<b>TOTAL</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>50</b>

\*\*\*Submission of completed major work for external assessment will be on a date in August 2017

## ENGLISH STUDIES

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>NAME</b>	<b>In-class examination</b>	<b>Collaborative Presentation and Portfolio Submission</b>	<b>Trip Planner and Portfolio Submission</b>	<b>Advertising Campaign</b>	
<b>FORMAT</b>	In-class Exam	Hand In	Hand In	Hand In	
<b>DATE</b>	<b>T4, W8 2016</b>	<b>T1, W 7</b>	<b>T2, Wk10</b>	<b>T3, W6</b>	
<b>SYLLABUS OUTCOMES</b>	H1.2, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.2, H1.4, H2.1, H2.2, H3.1, H3.2, H4.2	H1.1, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.4, H2.2, H3.1, H3.2, H4.1, H4.2	
<b>ASSESSMENT COMPONENT</b>					
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	5	10	10	5	30
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	10	10	10		30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	5		10	10	25
<b>TOTAL</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

# **MATHEMATICS**

*Nagle College*  
*Year 12 HSC Assessment Information Handbook 2016 - 17*  
**GENERAL MATHEMATICS**

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Probability, Algebra and Modelling</b>	<b>Algebra, Finance, Probability, Statistics &amp; Data &amp; Preliminary content</b>	<b>Measurement and Statistics and Data</b>	<b>All Topics</b>	
<b>Format</b>	Class Test	Mid-Course Exam	Hand-in	Trial Exam	
<b>Date</b>	<b>T4, W9</b>	<b>T1 Exam Period</b>	<b>T2, W8</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	MG2P – 8/10 MG1H – 2/3/8/9/10	MG2H – 1,2,3,6,8,9,10	MG2H – 1,2,4,5,7,8,9,10	MG2H – 1,2,3,4,5,6,7,8,9,10	
<b>Syllabus Weighting</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	5	15	10	20	<b>50</b>
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	15	10	20	<b>50</b>
<b>TOTAL</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>100</b>

## GENERAL MATHEMATICS 1

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	Algebra and Modelling	Algebra and Modelling, Financial Mathematics, Probability, Data and Statistics	Household Finance	All Topics	
<b>Format</b>	Test	Semester examination	Investigation	Test	
<b>Date</b>	<b>T1, W5</b>	<b>T1, W10 – 11</b>	<b>T2, W8</b>	<b>T3, W3- 5</b>	
<b>Syllabus Outcomes</b>	AM3CEC, AM4CEC	AM3CEC, AM4CEC, FM4CEC, PB2CEC, DS4CEC, DS5CEC, DS6CEC	FSHo1CEC, FSHo2CEC, FSDe1CEC	FSHu1CEC, FSHu2CEC, FSHu3CEC, FSPe1CEC, FSPe2CEC, FSPe3CEC	
<b>Syllabus Weighting</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	<b>5</b>	<b>10</b>	<b>20</b>	<b>15</b>	<b>50</b>
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	<b>5</b>	<b>10</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>TOTAL</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>100</b>

## MATHEMATICS

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>The Quadratic Function, Locus and the Parabola, Geometrical Applications of the Derivative</b>	<b>Integration, Exponential &amp; Logarithmic Functions (+ all previous topics including prelim)</b>	<b>Trigonometric Functions, Series and their Applications</b>	<b>All topics</b>	
<b>Format</b>	Class test	Mid-Course Exam	Assignment	Trial Exam	
<b>Date</b>	<b>T4, W10</b>	<b>T1, W 9-10</b>	<b>T2, W8</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	P4, P8, H2, H4, H5, H6, H7, H9	P2, P3, P4, P5, P6, P7, P8 H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H8, H9	P2, P3, P4, P5, P6, P7, P8 H1, H2, H3, H4, H5, H6, H7, H8, H9	
<b>Syllabus Weighting</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	7	13	10	20	<b>50</b>
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	8	12	10	20	<b>50</b>
<b>TOTAL</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>



## MATHEMATICS EXTENSION 1

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Parametric Representations of the Parabola, Mathematical Induction, Harder Applications of Mathematics</b>	<b>Integration, Polynomials, Mathematical Induction, Harder Mathematical Applications Locus and Parabola (and all previous topics including Preliminary topics)</b>	<b>Trigonometry, Inverse Trigonometric Functions, Mathematical Induction (Series)</b>	<b>All topics</b>	
<b>Format</b>	In class test	Mid-Course Exam	In class test	Trial Exam	
<b>Date</b>	<b>T4 , W9</b>	<b>T1, W9-10</b>	<b>T2 , Wk10</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	PE3, PE4, PE6 HE1, HE2, HE7	PE2, PE3, PE4, PE5, PE6 HE1, HE2, HE6, HE7	HE1, HE2, HE4, HE6, HE7	PE2, PE3, PE4, PE5, PE6 HE2, HE3, HE4, HE5, HE6, HE7	
<b>Syllabus Weighting</b>					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	10	12	8	20	<b>50</b>
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	13	12	20	<b>50</b>
<b>TOTAL</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

# **SCIENCE**

## BIOLOGY

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Blueprint of Life</b>	<b>Blueprint of Life Maintaining a Balance</b>	<b>The Search for Better Health Communication</b>	<b>Blueprint of Life Maintaining the Balance The Search for Better Health Communication</b>	
<b>Format</b>	First-Hand Practical Investigation	Mid-Course Examination	Secondary Source Investigation	Trial Examination	
<b>Date</b>	<b>T1, W3</b>	<b>T1, W9-10</b>	<b>T2, W3 – 4</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H11, H12, H13, H14	H1,H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H16	H4, H5, H11, H12, H13, H14, H16	H1, H2, H3,H4, H5, H6, H7, H8, H9, H10, H12, H13, H14, H16	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• the history, nature, and practice of biology</li> <li>• applications and uses of biology and their implications for society and the environment</li> <li>• current issues, research and developments in biology</li> <li>• cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution</li> </ul>	0	15	5	20	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• planning and conducting first-hand investigations</li> <li>• gathering and processing first-hand data</li> <li>• gathering and processing relevant information from secondary sources</li> </ul>	15	0	10	5	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• communicating information and understanding</li> <li>• developing scientific thinking and problem-solving techniques</li> <li>• working individually and in teams</li> </ul>	5	5	15	5	<b>30</b>
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## CHEMISTRY

### Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
<b>Name</b>	<b>Production of Materials</b>	<b>Production of Materials, The Acid Environment</b>	<b>Chemical Monitoring and Management &amp; Chemistry of Art</b>	<b>Production of Materials, The Acid Environment, Chemical Monitoring and Management, Chemistry of Art</b>	
<b>Format</b>	First-hand Practical Investigation	Mid-Course Exam	Secondary Source Investigation	Trial Exam	
<b>Date</b>	<b>T4, W10 2016</b>	<b>T1, W10</b>	<b>T2, W9 -10</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H2, H7, H8, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8 H9, H10, H11, H12, H13, H14	H1, H3, H4, H5, H7, H8, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	
<b>Knowledge and Understanding of:</b> <ul style="list-style-type: none"> <li>the history, nature and practice of chemistry</li> <li>Applications and uses of chemistry and their implications for society and the environment and current issues, research and developments in chemistry</li> <li>atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	5	15	10	10	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	10	5	5	10	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	5	5	10	10	<b>30</b>
<b>TOTAL</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## PHYSICS

*Assessments, Components, Weightings and Tasks*

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
<b>Name</b>	<b>Motors and Generators</b>	<b>Space/Motors and Generators</b>	<b>Space/Motors and Generators/Ideas to Implementation</b>	<b>Medical Physics /Space/ Motors and Generators /Ideas to Implementation</b>	
<b>Format</b>	Secondary Source Investigation	Mid-Course Examination	Secondary Source Investigation	Trial HSC Examination	
<b>Date</b>	<b>T4, W7 2016</b>	<b>T1, W9-10</b>	<b>T2, W8</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H2, H11, H12, H13, H14	H1, H2, H3, H4 H5, H6, H7, H9, H10	H2, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9,H10, H11, H12, H13, H14, H15	
<b>Knowledge and Understanding of:</b> <ul style="list-style-type: none"> <li>• The history, nature and practice of physics</li> <li>• applications and uses of physics and their implications for society and the environment</li> <li>• current issues, research and development in physics.</li> <li>• Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	5	10	5	20	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources.</li> </ul>	10	5	10	5	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> </ul> Working individually and in teams	10	5	10	5	<b>30</b>
<b>TOTAL</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# **CREATIVE and PERFORMING ARTS**

## DANCE

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Core Performance Practical Exam, Informal Discussion &amp; Journal</b>	<b>Core Composition Practical Exam, Informal Discussion &amp; Journal</b>	<b>Major Study Practical or Written Exam</b>	<b>Trial Practical Exam</b>	<b>Trial Written Exam</b>	
<b>Format</b>	Practical Exam	Practical Exam	Practical or Written Exam	Practical Exam	Written Exam	
<b>Date</b>	<b>T4, W9 6<sup>th</sup> Dec 2016</b>	<b>T1, W9-10</b>	<b>T2 Week 8/9 13th/20th June</b>	<b>T2 , W10 or T 3, W 1</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1.1, H1.2, H2.1, H2.2, H4.4	H1.1, H1.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4 (Specific outcomes dependent on chosen major study option)	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4	
Appreciation					20	<b>20</b>
Performance	10			10		<b>20</b>
Composition		10		10		<b>20</b>
Major Study			20	20		<b>40</b>
<b>TOTAL</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

## DRAMA

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Name</b>	<b>Contemporary Australian Drama Performance</b>	<b>Individual Project Work in Progress</b>	<b>Verbatim Theatre Performance</b>	<b>Group Performance Work in Progress</b>	<b>HSC Trial Group Performance and Individual Project HSC Mid-Course Examination</b>	
<b>Format</b>	Performance Essay, hand in essay and Logbook	IP Oral Presentation/ Presentation and Logbook	Performance Essay, hand in written essay and Logbook	Practical Exam Group Performance and Logbook	Written Examination	
<b>Date</b>	<b>T4, W 10</b>	<b>T1, W9-10</b>	<b>T2, W 8 or 9</b>	<b>W1, T3</b>	<b>T3, W 3-5</b>	
<b>Syllabus Outcomes</b>	H1.1, H1.2, H2.1, H2.2, H3.1, H3.4, H3.5	H1.5, H1.7, H2.1, H3.2	H1.9, H2.1, H2.2, H2.5, H3.3, H3.5	H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H3.2	H1.8, H2.1, H2.2, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	
Making	10	5	10	15		<b>40</b>
Performing	5	5	5	15	20	<b>30</b>
Critically Studying	5		5			<b>30</b>
<b>TOTAL</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



## MUSIC 1

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Musical Theatre or Music of a Culture</b>	<b>Mid-Course Exam</b>	<b>Music of the 20<sup>th</sup> &amp; 21<sup>st</sup> C</b>	<b>Trial Practical Exam</b>	<b>Trial Aural Examination</b>	
<b>Format</b>	Musicology Presentation & Practical Task	Aural & Practical Exam	Composition Task	Practical Exam	Aural Exam	
<b>Date</b>	<b>T4 - Week 9</b>	<b>T1, W9-10</b>	<b>T2 - Week 6</b>	<b>T3 -Week 1</b>	<b>T3, W 3-5</b>	
<b>Syllabus Outcomes</b>	H1, H2, H4, H5, H6, H7, H9, H10, H11	H1, H2, H4, H5, H6, H7, H9	H3, H5, H7, H10, H11	H1, H7, H9	H4, H6	
<b>Musicology Core</b>	10					<b>10</b>
<b>Composition Core</b>			10			<b>10</b>
<b>Performance Core</b>		5		5		<b>10</b>
<b>Aural Core</b>		10			15	<b>25</b>
<b>Elective 1</b>	5			10		<b>15</b>
<b>Elective 2</b>	5			10		<b>15</b>
<b>Elective 3</b>		5		10		<b>15</b>
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>35</b>	<b>15</b>	<b>100</b>

*Elective 1: Musical Theatre or Music of a Culture Elective 2: Film Music of Music of a Culture Elective 3: Music of the 20<sup>th</sup> & 21<sup>st</sup> C*

## VISUAL ARTS

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Body of Work Proposal</b>	<b>Mid-Course Exam</b>	<b>Body of Work</b>	<b>Body of Work</b>	<b>Trial Exam</b>	
<b>Format</b>	VAPD	Written Exam	Body of Work Progress Evening	HSC Body of Work	Written Exam	
<b>Date</b>	<b>T4, W7</b>	<b>T1, W9 - 10</b>	<b>T2, W3</b>	<b>T3, W2</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
<b>Assessment Component</b>						
<i>Artmaking</i>	10		10	30		<b>50</b>
<i>Art Criticism/History</i>		20			30	<b>50</b>
<b>TOTAL</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>

# **HUMAN SOCIETY AND ITS ENVIRONMENT**

## ANCIENT HISTORY

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Sparta</b>	<b>Augustus</b>	<b>Agrippina</b>	<b>Trial Examination</b>	
<b>Format</b>		Examination		Examination	
<b>Date</b>	<b>T1, W2</b>	<b>T1, W9 -10</b>	<b>T 2, W5</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	1.1, 3.1, 3.3, 3.6, 4.1, 4.2	1.1, 2.1, 3.1, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.4, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	
<b>Assessment Component</b>					
Knowledge and understanding	10	10	10	10	<b>40</b>
Source-based skills	5	5	5	5	<b>20</b>
Historical Inquiry & research	10		10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>TOTAL</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## BUSINESS STUDIES

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>Total</b>
<b>Name</b>	<b>Operations</b>	<b>Operations and Marketing</b>	<b>Finance</b>	<b>All Topics (Operations, Marketing, Finance, Human Resources)</b>	
<b>Format</b>	Extended Response (Hand-in)	Mid-Course Exam	Financial Statement Analysis	Trial HSC Exam	
<b>Date</b>	<b>T4, W9</b>	<b>T1 W9-10</b>	<b>T2, W7</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
<b>Assessment Component</b>					
Knowledge and understanding of course content	10	10	5	15	<b>40</b>
Stimulus-based skills	5	5	5	5	<b>20</b>
Inquiry and research	5		15		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	10		5	<b>20</b>
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## ECONOMICS

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>The Global Economy Case Study</b>	<b>Mid-Course Examination</b>	<b>Economic Issues</b>	<b>Trial HSC Exam</b>	
<b>Format</b>	Research Portfolio + Extended Response	Exam	Stimulus based In Class Essay	Exam	
<b>Date</b>	<b>T4, W10</b>	<b>T1, W9-10</b>	<b>T2, W9</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1, H3, H4, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H8, H10	H1, H2, H5, H6, H7, H9, H10,	H1, H2, H3, H4, H5, H6, H7, H10, H11	
<b>Knowledge and understanding of course content</b>		15	5	20	<b>40</b>
Stimulus-based skills		5	10	5	<b>20</b>
Inquiry and research	15		5		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10	5	5		<b>20</b>
<b>TOTAL</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## HISTORY EXTENSION

### *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Project Proposal</b>	<b>Mid-Course Exam</b>	<b>Project and Process Log</b>	<b>Trial HSC</b>	
<b>Format</b>	Report	Exam	Synopsis, Essay and Journal	Exam	
<b>Date</b>	<b>T4, W11</b>	<b>T1, W9-10</b>	<b>T2, W10</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	E2.1, 2.2, 2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3	1.1	
<b>Assessment Component</b>					
Knowledge and understanding of significant historiographical ideas and processes		5		5	<b>10</b>
Skills in designing, undertaking and communicating historical inquiry – the History Project	5		35		<b>40</b>
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>50</b>

## LEGAL STUDIES

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>Crime</b>	<b>Mid-Course Examination (Crime &amp; Human Rights)</b>	<b>Family</b>	<b>Trial Examination</b>	
<b>Format</b>	Case Study (Hand in)	Examination	Research (Hand in)	Examination	
<b>Date</b>	<b>T4, W10</b>	<b>T1, W9-10</b>	<b>T2, W7</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1, H4, H6, H8, H9	H1, H2, H3, H5, H9	H5, H7, H9, H10	H2, H4, H5, H6, H9	
<b>Assessment Component</b>					
Knowledge and understanding	10	20	5	25	<b>60</b>
Communication	5		10	5	<b>20</b>
Research	10		10		<b>20</b>
<b>TOTAL</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## MODERN HISTORY

### *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	<b>National Study</b>	<b>Mid-Course Exam</b>	<b>Conflict in Europe</b>	<b>Trial Examination</b>	
<b>Format</b>	Research Essay	Examination	Multimedia	Examination	
<b>Date</b>	<b>T1, W 5</b>	<b>T1, W9-10</b>	<b>T2, W7</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	1.2, 2.1, 3.2, 3.4, 3.5, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	
<b>Assessment Component</b>					
Knowledge and understanding	10	10	10	10	<b>40</b>
Source-based skills		5	10	5	<b>20</b>
Historical Inquiry & research	10		10		<b>20</b>
Communication of historical understanding in appropriate forms	10	5		5	<b>20</b>
<b>TOTAL</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## SOCIETY AND CULTURE

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
Name	<b>Application and Evaluation of Research Methods</b>	<b>Semester 1 Exam</b>	<b>Social inclusion and Exclusion</b>	<b>Popular Culture</b>	<b>Trial Exam</b>	
Format	Research Report (Hand in)	Mid-Course Exam	Research Report (Hand in)	Extended Response (Hand in)	Trial Exam	
<b>Date</b>	<b>W 7, T 4</b>	<b>T1, W9-10</b>	<b>T2, W4</b>	<b>T2, W8</b>	<b>T3, W3-5</b>	
Syllabus Outcomes	H1, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H3, H5, H7, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Component						
Knowledge and understanding of course content	5	10	10	10	15	<b>50</b>
Application and evaluation of social and cultural research methods	10	5	5	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5		5	5	5	<b>20</b>
<b>TOTAL</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>100</b>

## WORK STUDIES

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Workplace Portfolio</b>	<b>Job Support Portfolio</b>	<b>Mixed Media Presentation</b>	
<b>Format</b>	Portfolio	Portfolio	Presentation	
<b>Date</b>	<b>T1, W10</b>	<b>T2, W9</b>	<b>T3, W5</b>	
<b>Syllabus Outcomes</b>	1,2,3,4,5,6,7,8,9	2,3,5,6,7,8,9	1,2,3,4,5,6,7,8,9	
<b>Assessment Component</b>				
<b><i>Knowledge and Understanding</i></b>				30
<b><i>Skills</i></b>				70
<b>WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# **LANGUAGES OTHER THAN ENGLISH**

## FRENCH CONTINUERS

### *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Speaking</b>	<b>Reading and Responding</b>	<b>Listening, Reading and Responding, Writing</b>	<b>Speaking</b>	<b>Trial Examination</b>	
<b>Format</b>	In class	In class	Exam	In class	Exam	
<b>Date</b>	<b>T4, W 8</b>	<b>T1, W4</b>	<b>T1, W 9-10</b>	<b>T 2, W 8</b>	<b>T3, W 3-5</b>	
<b>Syllabus Objectives</b>	1.1, 1.2,1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2,1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
<b>Syllabus Outcomes</b>						
Listening and Responding			10		15	<b>25</b>
Reading and Responding		15	10		15	<b>40</b>
Speaking	10			10		<b>20</b>
Writing in French			5		10	<b>15</b>
<b>TOTAL</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>10</b>	<b>40</b>	<b>100</b>

## JAPANESE CONTINUERS

### *Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>The individual Japanese-speaking communities</b>	<b>The individual, Japanese-speaking communities and The changing world</b>	<b>The individual, Japanese-speaking communities and The changing world</b>	<b>The individual</b>	<b>The individual, Japanese-speaking communities and The changing world</b>	
<b>Format</b>	Class test & prepared response	Exam & Conversation	Prepared class response	Conversation	Exam	
<b>Date</b>	<b>T4, W9</b>	<b>T1, W9-10</b>	<b>T2, W5</b>	<b>T2, W10</b>	<b>T3, W3-5</b>	
<b>Syllabus Objectives</b>	3, 4	1, 2, 3, 4	2, 3, 4	1, 4	2, 3, 4	
<b>Syllabus Outcomes</b>	3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening and Responding	10	5			10	<b>25</b>
Reading and Responding	5	5	15		15	<b>40</b>
Speaking		10		10		<b>20</b>
Writing in Japanese		5	5		5	<b>15</b>
<b>TOTAL</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>100</b>

# **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

*Nagle College*  
Year 12 HSC Assessment Information Handbook 2016 - 17

## COMMUNITY AND FAMILY STUDIES

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Research Methodology</b>	<b>Parenting and Caring</b>	<b>Research Methodology, Groups in Context and Parenting and Caring</b>	<b>Groups in Context</b>	<b>All Topic Covered</b>	
<b>Format</b>	Independent Research Project – Results and Analysis (Hand in)	Support Service (Hand in)	Mid-Course Exam (Exam Block)	Researching a Community Group (Hand in)	Trial Exam (Exam Block)	
<b>Date</b>	<b>T4, W7 2016</b>	<b>T1, W6 2017</b>	<b>T1, W9 – 10</b>	<b>T2, W10 2017</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H4.1, H4.2, H3.4	H2.1, H2.2, H3.2, H5.2	H1.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H6.2	H1.1, H3.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5. 2, H6.1, H6.2	
<b>Assessment Component</b>						
<i>Knowledge and understanding of how the following impact on wellbeing:</i> Resource management Positive relationships Range of societal factors	0	5	10	10	15	40
<i>Skills in:</i> Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing	0	10	0	5	10	25
<i>Knowledge and understanding about:</i> Research methodology and skills in researching, critical thinking, analysing and communicating	20	5	5	5	0	35
<b>TOTAL</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>100</b>



## EXPLORING EARLY CHILDHOOD

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TOTAL</b>
<b>Name</b>	<b>Food and Nutrition</b>	<b>Young Children with Special Needs</b>	<b>Young Children and the Law</b>	
<b>Format</b>	Presentation	Research Report	Film Analysis	
<b>Date</b>	<b>T4, W9</b>	<b>T2, W1</b>	<b>T3, W1</b>	
Syllabus Outcomes	1.3, 1.4, 6.2	1.1, 1.4, 2.1, 2.2, 6.2	2.4, 2.5, 3.1, 4.2, 4.3	
Assessment Component				
<i>Knowledge and Understanding</i>	15	15	20	<b>50</b>
<i>Skills</i>	20	15	15	<b>50</b>
<b>TOTAL</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

*Assessments, Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Sports Medicine</b>	<b>Factors Affecting Performance</b>	<b>Sports Medicine, Factors Affecting Performance</b>	<b>Health Priorities in Australia</b>	<b>All Topics covered</b>	
<b>Format</b>	Analysis (in class)	Case Study (Hand in)	Mid-Course Examination	Report (Hand in)	Trial Exam	
<b>Date</b>	<b>T4, W8</b>	<b>T1,W7</b>	<b>T1, W9- 10</b>	<b>T2, W10</b>	<b>T3, W3 – 5</b>	
Syllabus Outcomes	H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	H1, H2, H4, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13,H14, H15, H16, H17	
<i>Knowledge and Understanding of:</i> Factors that affect health, The way the body moves	5	10	5	5	15	40
<i>Skills in:</i> Influencing personal and community health. Taking action to improve participation and performance in physical activity	5	5	5	5	10	30
<i>Skills in critical thinking, research and analysis</i>	5	5	5	10	5	30
<b>TOTAL</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>100</b>

# **TECHNOLOGICAL AND APPLIED STUDIES**

# AGRICULTURE

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TOTAL</b>
<b>Name</b>	Elective	Plant & Animal production	Product Study	Trial Exam	
<b>Format</b>	Essay	Exam	Research and Report	Exam	
<b>Date</b>	T4, W10	T1, W9-10	T2, W10	T3, W3-5	
<b>Syllabus Outcomes</b>	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4	
<b>Assessment Component</b>					
Knowledge and Understanding of physical factors		10	10		20
Knowledge and Understanding of innovation, ethics and issues	10			10	20
Knowledge, Understanding and skills of production and management		10	10		20
Knowledge, Understanding and skills of sustainability and marketing		10		10	20
Research, experimentation and communication skills	10		10		20
<b>TOTAL</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

## FOOD TECHNOLOGY

*Assessment Components, Weightings and Tasks*

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>	<b>TOTAL</b>
<b>Name</b>	<b>Australian Food Industry</b>	<b>Contemporary Nutrition</b>	<b>Mid-Course Exam</b>	<b>Product Development</b>	<b>Trial Exam</b>	
<b>Format</b>	Case Study	Research Report	Written Examination	Portfolio and Practical	Written examination	
<b>Date</b>	<b>T4, W10</b>	<b>T1, W 7</b>	<b>T1, W9 -10</b>	<b>T2, W8</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1.2, H3.1, H1.1	H3.2, H5.1	H1.2, H2.1,H1.4, H5.1	H1.3, H4.1,H5.1	H1.2, H1.3, H1.4,H2.1, H4.2, H5.1	
knowledge and understanding about production and processing food systems, the nature of food, human nutrition and the importance of health			10		10	<b>20</b>
skills in researching, analysing and communicating food issues	10	10	10			<b>30</b>
skills in experimenting with and preparing food by applying theoretical concepts				30		<b>30</b>
skills in designing implementing and evaluating solutions to food situations		10			10	<b>20</b>
<b>TOTAL</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## INFORMATION PROCESSES AND TECHNOLOGY

*Assessment Components, Weightings and Tasks*

	Task 1	Task 2	Task 3	Task 4	TOTAL
<b>Name</b>	<b>Database</b>	<b>Mid-Course Examination</b>	<b>Communications Systems</b>	<b>Trial HSC Examination</b>	
<b>Format</b>	Practical Task and Report	Examination	Project and Documentation	Examination	
<b>Date</b>	<b>T1, W2</b>	<b>T1, W9-10</b>	<b>T2, W10</b>	<b>T3, W3-5</b>	
<b>Syllabus Outcomes</b>	H1.1, H 2.2, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.1, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	
<i>Component:</i> <b>Project Work</b>	5	5	5	5	<b>20</b>
<i>Component:</i> <b>Information Systems and Databases</b>	10	5		5	<b>20</b>
<i>Component:</i> <b>Communications Systems</b>		5	10	5	<b>20</b>
<i>Component:</i> <b>Option Strands</b>		5	20	15	<b>40</b>
<b>TOTAL</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>	<b>100</b>

## TEXTILES AND DESIGN

*Assessments, Components, Weightings and Tasks*

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Weighting</b>
<b>Name</b>	<b>Oral Presentation</b>	<b>Management Diary</b>	<b>Mid-Course Examination</b>	<b>Experimentation</b>	<b>Trial HSC</b>	
<b>Format</b>	Hand in and in class	Hand in	Exam	Hand in	Exam	
<b>Date</b>	<b>T4, W 10</b>	<b>T1, W7</b>	<b>T 1, W 9-10</b>	<b>T2, W 7</b>	<b>T3, W 3-5</b>	
<b>Syllabus Outcomes</b>	H1.1, H1.2, H2.1, H6.1	H1.2, H2.1, H2.3	H 1.3, H3.1, H3.2, H4.1, H4.2, H6.1	H2.2, H2.3, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Knowledge and understanding of textiles and the textiles industry	5		20	5	20	<b>50</b>
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	20		20		<b>50</b>
<b>TOTAL</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>100</b>

# **VOCATIONAL EDUCATION AND TRAINING (VET)**



## ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2016 HSC year are **Business Services and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate** (HSC) and for the **Australian Qualifications Framework** (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

### Standards Referenced Assessment

The marking of the HSC examination is standards referenced as is the marking of the two major internal exams. These internal exams provide students with an opportunity to practise their exam technique in the lead up to the HSC exam. The Trial Examination mark is also sent to the Board of Studies as the 'HSC Estimate Mark.' This mark will only be used if a student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination. First place in the course will be determined by a student's Trial Mark and their overall performance in the course and their competency tasks.

A **SCHEDULE** OF INTERNAL STANDARDS REFERENCED ASSESSMENT TASKS AND EXAMINATIONS IS SET OUT BELOW FOR 2016 - 2017.

	All VET Courses	
	Task 1	Task 2
<b>Name</b>	Mid-Course Exam	Trial Exam
<b>Date</b>	Term 1	Term 3
<b>Units Assessed</b>	All to Date	All to Date

The **HSC Examination is optional**, however, students must complete the **HSC Examination Withdrawal Form** after the Trial Examination and give it to their teacher. Failure to do this and not attend the exam on the day will result in a zero. Only one VET Framework course can contribute to the calculation of the ATAR.

## **Competency-Based Assessment**

VET courses are **competency-based**. This means that a student's **performance is judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **Students in VET courses will be assessed through Validated Assessment Tasks to determine competencies over a period of time.**

During the two-year course the teacher will gather information through the Validated Tasks and make judgements about a student's achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent** or **not yet competent**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: quizzes, tests, exams, group assignments, school functions, practical exams and research assignments. Students can expect to be instructed over a period of time and then assessed using a variety of different methods.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

**REMEMBER:** In competency-based assessments you are either competent or not yet competent. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

## VET HOSPITALITY-KITCHEN OPERATIONS (2016-2017)

SIT20312 Certificate II in Kitchen Operations

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks BOSTES Examinations	TASK 1	TASK 2	TASK 3	Half Yearly Exam	Trial HSC Exam
	Term 4 Week 9 2016	Term 1 2017	Term 2/3 2017	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Examination	Examination
Kitchen Skills 2	ü				
Kitchen Skills 3 Industry Facts		ü			
Kitchen Skills 3 Industry Facts			ü		
Competencies being assessed	SITHCCC103 SITHCCC202 SITXFSA201 SITXINV202	SITHCCC201 SITHCCC207 SITHIND201 BSBWOR203B BSBSUS201A	SITHCCC201 SITHCCC207 SITHIND201 BSBWOR203B BSBSUS201A	BSBWOR203B SITHCCC101 SITHCCC201 SITHKOP101 SITXFSA101 SITXWHS101 SITXFSA201 SITHIND201	BSBWOR203B SITHCCC101 SITHCCC201 SITHKOP101 SITXFSA101 SITXWHS101 SITXFSA201 SITHIND201

## Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class.

Course	Teacher	Date
Hospitality	Ms Farrugia/ Ms Abela	Term 4, Week 1 2016

- Students who **wish to source their own employer** must provide their teacher or Ms McGlenchy with the **following details**, otherwise they will be choosing from the list provided by BREED:
  - The name of the organisation;
  - The name of the person they have contacted in the organisation that has agreed to take them;
  - A contact phone number of the organisation/person.Students are to also include their own details (name, phone number and homeroom) with the information.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete 70 hours of work placement over the two years.
- Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
- Being on work placement is not an excuse for missing or being late to hand in a take-home assessment tasks. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any in-class assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
- Students must complete and submit all paperwork regarding work placement on time to confirm their place and avoid losing the placement to another student or school.
- Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Co-ordinator will assess the application and students will be informed as to the success of their application.
- Absences from work placement **MUST** be reported to the employer, the VET Co-ordinator **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
- Students must return their **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof of how many hours were completed.

## **Appeals**

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Co-ordinator and bring your task with you.
3. The Co-ordinator will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Co-ordinator so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
  - (a) A revised assessment by the teacher;
  - (b) A new assessment task for **part** of the disputed task; or
  - (c) A **full** assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Leader of Teaching and Learning.

A form for VET Assessment Appeal Submission is provided on the next page.



**Catholic Education Diocese of Parramatta**

**VET Assessment Appeal Submission**

**Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

**Assessor's Name:** \_\_\_\_\_

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Outcome of appeal:**

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(To be filed with the class assessment record.)