

NAGLE COLLEGE



Year 12

2018 - 2019

**HIGHER SCHOOL CERTIFICATE
ASSESSMENT HANDBOOK**

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ASSESSMENT SCHEDULES

Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Drama
Economics
English Advanced
English Extension 1
English Extension 2
English Standard
English Studies
History Extension
Information Processes and Technology
Legal Studies
Mathematics
Mathematics Extension 1
Mathematics Extension 2
Mathematics Standard
Modern History
Music Course 1
Personal Development, Health and Physical Education
Physics
Religion Catholic Studies
Studies of Religion 1
Studies of Religion 2
Textiles and Design
Visual Arts
Business Services (VET)
Hospitality (VET)

STAFF LIST 2018

Principal	Mrs Delma Horan dhoran@parra.catholic.edu.au
Assistant Principal	Mr Michael Hall mhall@parra.catholic.edu.au
Religious Education Co-ordinator	Mr Derek Wales dwales@parra.catholic.edu.au
Leader of Teaching and Learning	Ms Dympna Reavey dreavey@parra.catholic.edu.au
Leader of Student Wellbeing	Mrs Diane Shean dshean@parra.catholic.edu.au
Administration Co-ordinator	Mr Christopher Fitzsimons cfitzsimons@parra.catholic.edu.au
Year 12 Co-ordinator	Mr Christian Iligan ciligan@parra.catholic.edu.au

KEY LEARNING AREA (KLA) CO-ORDINATORS	
RELIGIOUS EDUCATION Religion Catholic Studies Studies of Religion 1 Studies of Religion 2	Mr Derek Wales dwales@parra.catholic.edu.au
ENGLISH English Advanced English Extension 1 English Extension 2 English Standard English Studies	Ms Josephine Camilleri jcamilleri39@parra.catholic.edu.au
MATHEMATICS Mathematics Mathematics Extension 1 Mathematics Extension 2 Mathematics General 1 Mathematics General 2	Ms Jacky Foley jfoley@parra.catholic.edu.au

SCIENCE Biology Chemistry Physics	Mr Damian Armitage darmitage@parra.catholic.edu.au
CREATIVE and PERFORMING ARTS Dance Drama Music Course 1 Visual Arts	Ms Verity Cash vcash@ parra.catholic.edu.au
HUMAN SOCIETY AND ITS ENVIRONMENT Ancient History Business Studies Economics History Extension Legal Studies Modern History Society and Culture	Mr Steve Carr scarr2@parra.catholic.edu.au
LANGUAGES and EXTERNAL COURSES Saturday School of Community Languages Sydney Distance Education High School NSW School of Languages	Ms Dympna Reavey dreavey@parra.catholic.edu.au
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION Community and Family Studies Exploring Early Childhood Personal Development, Health and Physical Education	Mrs Karyn Tillman ktillman@parra.catholic.edu.au
TECHNOLOGICAL and APPLIED STUDIES Information Processes & Technology Textiles and Design	Ms Jacqueline McAlister jmcAlister2@ parra.catholic.edu.au
VOCATIONAL EDUCATION AND TRAINING (VET) Business Services Hospitality	Ms Tess McGlenchy teresa.mcglenchy@parra.catholic.edu.au

SPECIAL RESOURCE TEACHERS

English as a Second Language (ESL)	Mrs Ros Elliott
Teacher in charge of library	Mr Ernesto Gutierrez
Careers Advisor	Mrs Marie Etherington
College Counsellor	Mrs Cynthia Iniguez
Diversity	Mrs Cheryl Godfrey



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

HSC COURSE REQUIREMENTS

Course Completion Criteria

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

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

Although the New South Wales Education Standards Authority (NESAs) does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. **Regular attendance at school is seen as an essential element for achieving criteria b and c.**

ASSESSMENT

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.

NESA REQUIREMENTS

NESA 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.

This booklet 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 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:
 - On 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 a 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 a 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 onto 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

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.

It should be noted that:

- 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 it will be approved.**

- Illness would have to be serious enough to affect a student's ability to complete an assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which there was substantial time to complete the task.
- 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 extraordinary circumstances, when students are aware of an absence from an in-class task prior to the scheduled date, students may apply to the principal for permission from leave. The principal may approve the completion of 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

NESA 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 NESAs using the form supplied by the Authority. 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 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 NESAs 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

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

If group assessment tasks are needed, as per NESA' 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.

NESA 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.

Disability Provisions

Students can apply to the NSW Educational Standards Authority for Disability Provisions in Year 12 for examinations or in-class tasks.

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

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

However, until NESA has approved a student's application for Disability Provisions for the 2019 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 Disability Provisions.

Student Numbers for Assessment tasks

For the 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 or number is provided by the student on the task.



NAGLE COLLEGE

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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

ANCIENT HISTORY

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Cities of Vesuvius: Pompeii and Herculaneum	Personalities in the Times: Akhenaten Historical Analysis	Ancient Society: Sparta	Trial Examination	
Format	Written response (submitted) and Class test	Essay (submission)	Oral Presentation	Written Examination	
Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 3 - 5	
Syllabus Outcomes	AH12-2 AH12-6 AH12-8 AH12-9 AH12-10	AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	AH12-1 AH12-2 AH12-3 AH12-4 AH12-6 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7 AH12-9	
Syllabus Weighting					
Knowledge and understanding of course content	5	5	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10	20
Historical inquiry and research	5	10	5		20
Communication of historical understanding in appropriate forms	5	5	10		20
Total	20	25	25	30	100%

ANCIENT HISTORY

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

BIOLOGY

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	The role of DNA in polypeptide synthesis	Practical Examination	Epidemiology	Trial HSC Examination	
Format	Depth Study	In Class First-hand investigation	Secondary source investigation	Written Examination	
Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3 - 5	
Syllabus Outcomes	Bio11/12-1, Bio11/12-7 Bio11/12-4, Bio11/12-6 Bio12-12	Bio11/12-1, Bio11/12-2 Bio11/12-3, Bio11/12-5	Bio12-15, Bio11/12-5 Bio11/12-6, Bio11/12-7	Bio12-12, Bio12-13 Bio12-14, Bio12-15	
Syllabus Weighting					
Skills in working scientifically	25	15	15	5	60
Knowledge and understanding	5	5	5	25	40
Total	30	20	20	30	100%

BIOLOGY

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

BUSINESS STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Operations Task	Marketing Task	Finance Task	TRIAL HSC	
Format	In Class Extended Response	Business Report	Financial Statement Analysis	Examination	
Date	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Syllabus Weighting					
Knowledge and understanding of course content	10		10	20	40
Stimulus-based skills		20			20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total	25	25	25	25	100%

BUSINESS STUDIES

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

CHEMISTRY

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Equilibrium	Titration	Organic Chemistry	Trial Exam	
Format	Secondary source investigation	Practical task	Research, modelling and data analysis	Examination	
Date	Term 1, Week 2	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 3 - 5	
Syllabus Outcomes	CH12-1, CH12-3, CH12-4, CH12-5, CH12-7, CH12-12	CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-14	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Syllabus Weighting					
Working scientifically	10	20	20	10	60
Knowledge and understanding	10	5	10	15	40
Total	20	25	30	25	100%

CHEMISTRY

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

COMMUNITY AND FAMILY STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Research Methodology and Social Impact of Technology	Social Impact of Technology & Parenting and Caring	Groups in Context	All topics	
Format	Independent Research Project (Hand in)	Short Answer and Extended Responses (In Class)	Researching a community group (Hand in)	Trial Examination (Exam Block)	
Date	Term 1, Week 2	Term 1, Week 11	Term 2, Week 10	Term 3, Week 3-5	
Syllabus Outcomes	H4.1, H4.2, H3.4	H1.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, 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	
Syllabus Weighting					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research methodology, analysing and communicating	10	15	10	25	60
Total	20	25	20	35	100%

COMMUNITY AND FAMILY STUDIES

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 sociocultural 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 analyses 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

H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

H7.2 develops a sense of responsibility for the wellbeing of themselves and others

H7.3 appreciates the value of resource management in response to change

H7.4 values the place of management in coping with a variety of role expectations

DRAMA

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Individual Viva Voce and Contemporary Australian Performance Essay	Performance and Verbatim Theatre Essay	Group Devised Project and Individual Project	Trial HSC	
Format	Viva Voce, Logbook and Performance Essay	Performance and Written Essay	Progress IP submission, GDP Performance and Logbook	IP, GDP and Written	
Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 1 and 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.1, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5, H3.2, H3.3, H3.5	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3, H3.4, H3.5	
Syllabus Weighting					
Making	15	10	10	5	40
Performing	5	5	10	10	30
Critically Studying	5	10	5	10	30
Total	25	25	25	25	100%

DRAMA

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

H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 values innovation and originality in group and individual work

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

H2.4 appreciates the dynamics of drama as a performing art

H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

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

H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

ECONOMICS

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	The Global Economy Case Study	Australia's Place in the Global Economy	Economic Issues	Trial HSC Exam	
Format	Research Portfolio and Presentation	Research and In-Class Response	Stimulus Portfolio and In-Class Response	Exam	
Date	Term 1, Week 2	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3 - 5	
Syllabus Outcomes	H1, H3, H4, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H8, H10	H1, H5, H6, H7, H9, H10,	H1, H2, H3, H4, H5, H6, H7, H10, H11	
Syllabus Weighting					
Knowledge and understanding of course content	5	10	5	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	10	5	5		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total	20	25	25	30	100%

ECONOMICS

H1 demonstrates understanding of economic terms, concepts and relationships

H2 analyses the economic role of individuals, firms, institutions and governments

H3 explains the role of markets within the global economy

H4 analyses the impact of global markets on the Australian and global economies

H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts

H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts

H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments

H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts

H9 selects and organises information from a variety of sources for relevance and reliability

H10 communicates economic information, ideas and issues in appropriate forms

H11 applies mathematical concepts in economic contexts

H12 works independently and in groups to achieve appropriate goals in set timelines.

ENGLISH ADVANCED

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Multimodal Task: Common Module - Texts and Human Experiences	Comparative Essay: Module A - Textual Conversations	Imaginative Writing: Module C - The Craft of Writing	Trial HSC Examination: Common Module, Module A, Module B	
Format	Submission Task	In-class Essay	Submission Task	Examination	
Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 2, Weeks 3 to 5	
Syllabus Outcomes	EA12-1, EA12-2, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Syllabus Weighting					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total	20	25	25	30	100%

ENGLISH ADVANCED

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH EXTENSION 1

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Imaginative Response and Process Journal	Critical Response with Related Text	Trial HSC Examination	
Format	Submission Task	Submission Task / In-class Essay	Examination	
Date	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 3 - 5	
Syllabus Outcomes	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Syllabus Weighting				
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition and investigation	15	20	15	50
Total	30	40	30	100%

ENGLISH EXTENSION 1

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ENGLISH EXTENSION 2

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Viva Voce (including written proposal)	Literature Review	Critique of the Creative Process	
Format	Submission Task	Submission Task	Submission Task	
Date	Term 1, Week 3	Term 2, Week 7	Term 3, Week 1	
Syllabus Outcomes	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Syllabus Weighting				
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition and investigation	15	20	15	50
Total	30	40	30	100%

***Submission of completed major work for external assessment will be on a date in Term 3

ENGLISH EXTENSION 2

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

ENGLISH STANDARD

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Multimodal Task: Common Module - Texts and Human Experiences	Critical Essay: Module A - Language, Identity and Culture	Imaginative Writing: Module C - The Craft of Writing	Trial HSC Examination: Common Module, Module A, Module B	
Format	Submission Task	In-class Essay	Submission Task	Examination	
Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3 - 5	
Syllabus Outcomes	EA12-1, EA12-2, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Syllabus Weighting					
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total	20	25	25	30	100%

ENGLISH STANDARD

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, 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 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

ENGLISH STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Multimodal Task: Common Module - Texts and Human Experiences	Travel Planner: English and the Experience of Travel	Collection of Class Work: All Modules	Trial HSC Examination: All Modules	
Format	Submission Task	Submission Task and Presentation	Collection of classwork	Examination	
Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3 - 5	
Syllabus Outcomes	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-2, ES12-3, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Syllabus Weighting					
Knowledge and understanding of course content	10	15	10	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	10	15	50
Total	20	30	20	30	100%

ENGLISH STUDIES

H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning.

H1.2 explains the ideas and values of the texts

H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms

H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques

H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts

H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

H4.1 plans and organises to complete tasks or projects, both individually and collaboratively

H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

HISTORY EXTENSION

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Project Proposal	Process Log, Annotated Sources, Project	Trial HSC	
Format	Report	Process Log, Annotated Sources, Project	Exam	
Date	Term 4, Week 10	Term 2, Week 10	Term 3, Weeks 3 - 5	
Syllabus Outcomes	HE 12-1, HE 12-2, HE 12-3	HE 12-1, HE 12-2, HE 12-3 HE 12-4	HE 12-1, HE 12-3, HE 12-4	
Syllabus Weighting				
Knowledge and understanding of significant historical ideas and processes		20	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	10	40	10	60
Total	10	60	30	100%

HISTORY EXTENSION

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 communicates 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

INFORMATION PROCESSES AND TECHNOLOGY

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Database	Communications Systems	Multimedia and TPS Systems	Trial HSC Examination	
Format	Practical Task and Report	Project and Documentation	Research	Examination	
Date	Term 4, Week 7	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H1.1, H 2.2, H5.1, H6.1, H6.2	H1.1, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H3.2, H4.1	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	
Syllabus Weighting					
Project Work	5	10		5	20
Information Systems and Databases	15			5	20
Communications Systems		15		5	20
Option Strands			25	15	40
Total	20	25	25	30	100%

INFORMATION PROCESSES AND TECHNOLOGY

H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation

H1.2 explains and justifies the way in which information systems relate to information processes in a specific context

H2.1 analyses and describes a system in terms of the information processes involved

H2.2 develops and explains solutions for an identified need which address all of the information processes

H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment

H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes

H4.1 proposes and justifies ways in which information systems will meet emerging needs H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

H6.1 analyses situations, identifies needs, proposes and then develops solutions

H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions

H7.1 implements and explains effective management techniques

H7.2 uses methods to thoroughly document the development of individual and team projects

LEGAL STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Crime	Human Rights	Family	Trial Exam	
Format	Essay	Contemporary study	Research Essay	Exam	
Date	Term 4, Week 10	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H1, H4, H6, H8, H9	H2, H3, H5, H7, H8, H9, H10	H5, H7, H9, H10	H2, H4, H5, H6, H9, H10	
Syllabus weighting					
Knowledge and understanding of course content	5	10	10	15	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	5	5	20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total	20	25	25	30	100%

LEGAL STUDIES

- 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. assesses 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

MATHEMATICS ADVANCED

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Geometrical Applications of the Derivative Integration	Trigonometric Functions, Exponential and Logarithmic Functions	Applications of Calculus to the Physical World, Series and their Applications	All topics	
Format	Class test	Class Test	Assignment	Trial HSC	
Date	Term 4, Week 9	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H2, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9	P2, P3, P4, P5, P6, P7, P8 H1, H2, H3, H4, H5, H6, H7, H8, H9	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	7	13	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	8	12	10	20	50
Total	15	25	20	40	100%

MATHEMATICS ADVANCED

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

MATHEMATICS EXTENSION 1

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	TOTAL
Name	Mathematical Induction, Harder Applications of Mathematics, Polynomials, Binomial Theorem	Trigonometry, Inverse Trigonometry	All topics	
Format	In class test	Investigation	Trial Examination	
Date	Term 1, Week 3	Term 2, Week 4	Term 3, Weeks 3 - 5	
Syllabus Outcomes	HE1, HE2, HE7	HE1, HE2, HE6, HE7	PE2, PE3, PE4, PE5, PE6 HE2, HE3, HE4, HE5, HE6, HE7	
Syllabus Weighting				
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	20	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	10	20	20	50
Total	30	30	40	100%

MATHEMATICS EXTENSION 1

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

MATHEMATICS EXTENSION 2

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	TOTAL
	Complex Numbers, Graphs	Complex Numbers, Graphs, Conics Polynomials	All Topics	
Format	In-class test	Investigation	Trial HSC Examination	
Date	Term 1, Week 4	Term 2, Week 7	Term 3, Weeks 3 - 5	
Syllabus Outcomes	E2, E3, E6, E9	E2, E3, E4, E9	E2, E3, E4, E5, E6, E7, E8, E9	
Syllabus Weighting				
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
Total	30	30	40	100%

MATHEMATICS EXTENSION 2

- 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
- E9 - communicates abstract ideas and relationships using appropriate notation and logical argument

MATHEMATICS STANDARD

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Working with Time, Rates and Ratio, Right-angled Trigonometry	Non right-angled Trigonometry, Investments, Depreciation and Loans, Simultaneous Linear equations.	Networks	All Topics	
Format	Class Test	Class Test	Assignment/ Investigation	Examination	
Date	Term 4, Week 9	Term 1, Week 8	Term 2, Week 4	Term 3, Weeks 3 - 5	
Syllabus Outcomes	MS11- 3, 4, 9, 10 MS2-12 - 3, 4, 9, 10	MS2-12 - 1, 3, 4, 5, 6, 9, 10	MS2-12 - 8, 9,10	MS2-12 - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Syllabus Weighting					
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total	20	20	30	30	100%

MATHEMATICS STANDARD

MG2H-1 - uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MG2H-2 - analyses representations of data in order to make inferences, predictions and conclusions

MG2H-3 - makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions

MG2H-4 - analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles

MG2H-4 - analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles

MG2H-6 - makes informed decisions about financial situations, including annuities and loan repayments

MG2H-6 - makes informed decisions about financial situations, including annuities and loan repayments

MG2H-6 - makes informed decisions about financial situations, including annuities and loan repayments

MG2H-9 - chooses and uses appropriate technology to locate and organise information from a range of contexts

MG2H-10 - uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response

MODERN HISTORY

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Apartheid in South Africa	Russia	Core Study: Power & Authority in the Modern World	Trial Examination	
Format	Historical Analysis	In class task	Research Task	Examination	
Date	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 3 - 5	
Syllabus Outcomes	MH12-4, MH12-5, MH12-6, MH12-8, MH12-9	MH 12-2, MH12-3, MH12-7, MH12-9	MH12-1, MH12-3, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Syllabus weighting					
Knowledge and understanding	10	10	10	10	40
Source-based skills	5		10	5	20
Historical Inquiry & research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5		10	20
Total	25	20	30	25	100%

MODERN HISTORY

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

MUSIC COURSE 1

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Music of the 20th & 21st Centuries	An Instrument and Its Repertoire	Film Music		
Format	Composition	Practical - Core Performance & Electives	Aural - In Class Listening Task	Trial Exam - Practical and Aural Exam	
Date	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H3, H5, H7, H8	H1, H2, H7, H9	H4, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9	
Syllabus Weighting					
Musicology Core			10		10
Performance Core		5		5	10
Composition Core	10				10
Aural Core			20	5	25
Elective 1		10		5	15
Elective 2		10		5	15
Elective 3		5		10	15
Total	10	30	30	30	100%

MUSIC COURSE 1

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- identifies, recognises, experiments with, and discusses the use and effects of technology in music.

H9- performs as a means of self-expression and communication

H10 – demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 – demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Sports Medicine	Factors Affecting Performance	Health Priorities in Australia	All Topics	
Format	Extended Response Questions (In class)	Skill Analysis (Hand in)	Report (Hand in)	Trial Examination	
Date	Term 1, Week 3	Term 2, Week 2	Term 2, Week 10	Term 3, Week 3 - 5	
Syllabus Outcomes	H7, H8, H9, H10, H11, H13, H16, H17	H7, H8, H9, H10, H16, H17	H1, H2, H3, H5, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Syllabus Weighting					
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60
Total	20	25	25	30	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

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

H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

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

H12 (an option we don't study)

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

PHYSICS

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Research	Project	Practical Test	Trial Exam	
Format	Research	Depth Study	Practical	Exam	
Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 3 - 5	
Syllabus Outcomes	PH11/12-1 , PH11/12-2 PH11/12-3 , PH11/12-7 PH12-13, PH12-14	PH11/12-1 , PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-15	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6	PH11/12-1, PH11/12-2 PH11/12-3, PH11/12-4 PH11/12-5, PH11/12-6 PH12-12, PH12-13 PH12-14, PH12-15	
Syllabus Weighting					
Skills in working scientifically	10	25	20	5	60
Knowledge and understanding	10	5	0	25	40
Total	20	30	20	30	100%

PHYSICS

PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

RELIGION CATHOLIC STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Ministry Project	Spiritual Pathways	Living Texts	
Format	Digital Portfolio Hand in	Oral Presentation In Class	Research and Writing Task In Class	
Date	Term 1, Week 2	Term 1, Week 9	Term 2, Week 9	
Syllabus Outcomes	C6.3, C6.9, C6.10, C6.11, C6.12	C6.7, C6.9, C6.10, C6.11, C6.12	C6.3, C6.4, C6.9, C6.10, C6.11, C6.12	
Weighting	15	15	20	50%

RELIGION CATHOLIC STUDIES

C6.3 evaluates the role, interpretation and application of sacred writings and ethics in Christian and other faith traditions.

C6.4 describes the role and influence of the Church in local and global contexts.

C6.7 examines the influence and expression of prayer and spirituality in Catholic and other Christian churches and traditions.

C6.9 gathers, analyses and synthesises information about religion, independently and in teams.

C6.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts.

C6.11 applies appropriate and correct terminology and concepts related to religion and belief systems.

C6.12 names, reflects on, and integrates life experience, within a response to the Christian story and vision.

C6.13 identifies the role and impact of religion on self, others, and the world.

SCIENCE EXTENSION

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Research Proposal	Statistical Case Study	Student Report + Portfolio	
Format	Presentation and Proposal	In Class written task	Report	
Date	Term 1, Week 1	Term 2, Week 8	Term 3, Week 6	
Syllabus Outcomes	SE1, SE3, SE7	SE4, SE5, SE6, SE7	SE1, SE2, SE3, SE4, SE5, SE6, SE7	
Syllabus Weighting				
Communicating Scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of scientific research skills	10	10	20	40
Total	30	30	40	100%

SCIENCE EXTENSION

SE-1 refines and applies the Working Scientifically processes in relation to scientific research

SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets

SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

SOCIETY AND CULTURE

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Application and Evaluation of Research Methods	Semester One Test	Social inclusion and Exclusion	Trial Exam	
Format	Research Report (Hand in)	Test	Research Report (Hand in)	Trial Exam	
Date	Term 4, Week 7	Term 1, Week 6	Term 2, Week 5	Term 3, Weeks 3 - 5	
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, H4, H5, H6, H7, H8, H9, H10	
Syllabus Weighting					
Knowledge and understanding of course content	5	10	15	20	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	10		5	5	20
Total	25	20	25	30	100%

SOCIETY AND CULTURE

H1 explains the interaction between persons, societies, cultures and environments across time

H2 analyses relationships within and between social and cultural groups

H3 accounts for cultural diversity and commonality within societies and cultures

H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures

H5 evaluates the influence of power, authority, gender and technology on decision making and participation in society

H6 applies and evaluates the methodologies of social and cultural research

H7 applies appropriate language and concepts associated with society and culture

H8 selects, organises and evaluates information and sources for usefulness, validity and bias H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources

H10 communicates information, ideas and issues using appropriate written, oral and graphic forms

H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources.

STUDIES OF RELIGION I

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Total
Name	Religion in Australia Post 1945	Depth Study: Islam	Trial Exam	
Format	Oral Presentation In Class	Research/Source Analysis and Writing Task Hand in	Examination	
Date	Term 4, Week 8	Term 1, Week 8	Term 3, Week 3 - 5	
Syllabus Outcomes	H2, H3, H7, H8, H9	H1, H4, H5, H6, H7,	H1, H2, H3, H4 H5, H6, H8, H9	
Syllabus Weighting				
Knowledge & understanding of course content	5	5	10	20
Source-based Skills		5	5	10
Investigation and research	5	5		10
Communication of information, ideas and issues	5	5		10
Total	15	20	15	50%

STUDIES OF RELIGION I

H1 explains aspects of religion and belief systems.

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 describes 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 the 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.

STUDIES OF RELIGION II

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Religion in Australia Post 1945	Depth Study: Islam	Depth Study: Hinduism	Trial	
Format	Oral Presentation In Class	Research and Writing Task Hand in	Source Analysis and Short Answer In Class	Examination	
Date	Term 4, Week 7	Term 1, Week 4	Term 2, Week 4	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H2, H3, H7, H8, H9	H1, H4, H5, H6, H7,	H5, H6, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Syllabus Weighting					
Knowledge & understanding of course content	5	10	5	20	40
Source-based Skills			10	10	20
Investigation and research	10	10			20
Communication of information, ideas and issues	5	5	10		20
Total	20	25	25	30	100%

STUDIES OF RELIGION II

H1 explains aspects of religion and belief systems.

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 describes 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 the 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.

TEXTILES AND DESIGN

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Designing and planning presentation	Contemporary Designer Case study	Project Development and Management Diary	Trial HSC	
Format	Hand in and in class oral presentation	Hand in	Hand in	Exam	
Date	Term 4, Week 7	Term 1, Week 6	Term 2, Week 4	Term 3, Week 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H6.1	H3.1, H3.2, H4.1, H5.1	H1.1, H1.2, H2.2, H3.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	
Syllabus Weighting					
Knowledge and understanding of course content		15	5	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	20		30		50
Total	20	15	35	30	100%

TEXTILES AND DESIGN

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

VISUAL ARTS

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Body of Work and VAPD	Essay	Body of Work	Trial HSC Exam	
Format	Presentation of HSC Body of Work to a panel of external markers and VAPD	Hand in essay	HSC Body of Work	Written examination	
Date	Term 1, Week 5	Term 1, Week 7	Term 3, Week 2	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H1, H2, H3, H4, H5, H7, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Syllabus Weighting					
<i>Artmaking</i>	20		30		50
<i>Art Criticism/History</i>		20		30	50
Total	20	20	30	30	100%

VISUAL ARTS

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 artmaking

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

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

Vocational Education and Training Framework Courses

School delivered Vocational Courses offered for the Preliminary/HSC year:

School Delivered

- **BSB20112 Business Services- 240 hours**
- **SIT20316 Hospitality – 240 hours**

VET framework courses deliver dual qualifications for the HSC and for industry and have dual assessment systems for these qualifications.

1. Competency Based Assessment

VET Courses are assessed against competency standards. These competency standards are set out in Part B of the syllabus for each VET course. The concept of competency focuses on what is expected of an employee in the workplace. Competencies are the application of skills and knowledge to workplace tasks or functions and therefore combine both theory and practical skills. Competencies also embody the ability to transfer and apply skills and knowledge to new situations and environments and include problem solving.

Assessment against individual units of competency is based on an integration of the performance criteria into holistic activities for units of work. One assessment task may include a number of competencies.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts. VET subjects are assessed on a continuous basis.

The techniques used for collecting evidence of competency may include:

- workplace performance
- role play/simulation
- oral questioning
- tests or examinations
- demonstration of specific skills/knowledge
- a project
- written exercises
- oral presentations
- finished products

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.

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 Leader of Learning.
3. The Leader of Learning will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Leader of Learning so that your concerns and those of the teacher can be addressed.
5. The outcome of this meeting may be:
 - (a) original result stands;
 - (b) a revised assessment by the teacher;
 - (c) a new assessment task for **part** of the disputed tasks; or
 - (d) a **full** assessment task to be completed in place of the disputed task.

2. Standards Referenced Assessment

Students studying VET courses can choose to sit the HSC Examination and may have **one** VET course mark counted towards their ATAR. The external HSC Examination for VET Curriculum Framework courses is optional. Students wishing to include their VET marks in the calculation of their ATAR **must** sit the HSC examination.

The marking of the HSC examination is standards referenced as is the marking of general HSC courses. Some tasks and internal examinations will be based on standards referenced assessment to give students HSC practice. Internal examinations such as the Trial HSC in Year 12 will be the basis for determining an HSC ESTIMATE MARK for each student. A HSC estimate mark is a prediction of the likely performance of each student in the HSC examination based on internal evidence and the professional judgement of the teacher. The HSC estimate mark will only be used if the student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination.

A schedule of standards referenced tasks, assessment and examinations, is set out below.

- Year 12 Mid-Course Examination
- The Trial HSC Examination

WORK PLACEMENT

- Students undertaking VET Industry Curriculum Framework courses (Business Services and Hospitality) should note that work placement is a **COMPULSORY** component of their course. Thirty five hours each year of the course is a mandatory requirement for all VET courses.
- Work placement allows the student to apply the theory and practical skills learnt in class.
- 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 will be offered placement in the Sydney Metropolitan area. Students are required to accept the place offered.
- Students will complete their work placement during a nominated time. 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 task. Work placement dates are known well in advance and 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 placement.
- Students must complete and submit all paperwork regarding work placement **ON TIME** to confirm their placement 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 Leader of Learning will assess the application and students will be informed as to the success of their application.
- Students, parents/caregivers and employers will be required to complete the Student Placement Record. This form outlines expected behaviour whilst the student is on work placement.

Absences from work placement **MUST** be reported to the employer 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.

VET Business Services (2017) BSB20112. Board Developed (ATAR – Category B) Unit Value: 2

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weightings	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
		Term 1 2018	Term 2 2018	Term 3 2018	Term 4 2018	Term 1 2019	Term 2 2019
Work Place Health and Safety	Competent or Progressing Towards Competency	✓					
Touch Type			✓				
Business and Technology				✓			
Workplace Information					✓		
Sustainable Innovations						✓	
Records Management						C	✓
Competencies to be assessed		BSBWHS201 BSBIND201A	BSBWOR204A BSBITU201A BSBITU303A	BSBADM311A BSBITU304A BSBITU202A	BSBCMM201A BSBCUS201B BSBWOR203B	BSBINM201A BSBWOR202A	BSBSUS201A
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities

VET Hospitality SIT20316. Board Developed (ATAR – Category B) Unit Value: 2

Assessment in Vocational Educational and Training (VET) courses is continuous and ongoing throughout the 240 hour course (over two years). Assessment is competency-based, using a range of assessment tools, to determine the student's competency against set standards. A student's understanding of the underpinning knowledge and skills is tested in the end-of-year exam.

Course Components	Syllabus Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 2018	Terms 2 and 3 2018	Term 4 2018 to Term 3 2019	Term 1 2019 to Term 3 2019
Safety and Hygienic Workplaces	Competent or Progressing Towards Competency	✓			
Kitchen Skills			✓		
Food & Beverage Skills				✓	
Hospitality Industry					✓
Competency Assessed		SITXWHS001 SITXFSA001 SITXFSA002	SITHKOP001 SITHCCC001 SITHCCC003 SITHCCC002	SITHFAB004 SITHFAB005 SITHFAB007 BSBWOR203 SITXCCS003 SITHIND003	SITHIND002 SITXCOM002
Type of Task		Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities	Questioning, Observation & Structured Activities

