



# Kellyville High School

---

**Learning** | **Excellence** | **Integrity**

## HSC Course Assessment Booklet

2020 - 2021

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

**Rel. Principal:** Mr M Burnard

**Deputy Principal:** Mrs J Roberti

**Year Adviser:** Ms G Shakas

**Address:** cnr York Rd & Queensbury Ave KELLYVILLE 2155

**Telephone:** 8824 5955

**Fax:** 8824 9755

**Email:** [kellyville-h.school@det.nsw.edu.au](mailto:kellyville-h.school@det.nsw.edu.au)

**Website:** [www.kellyville-h.schools.nsw.edu.au](http://www.kellyville-h.schools.nsw.edu.au)

This Assessment Booklet is also available on the school's website.



---

# Welcome to Year 12

## HSC Course

---

### Introduction

This assessment book for the HSC Course is provided to:

- assist students in understanding the role of assessment in their HSC Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are advised to refer to the booklet *Studying for the NSW Higher School Certificate* for other details, which was issued before entry to Year 11, and to the NSW Education Standards Authority website:

<http://educationstandards.nsw.edu.au/>

It is **our** responsibility to provide you with these guidelines and explain them to you.

It is **your** responsibility to read and ensure that you understand them.

Mr M Burnard  
**Rel. Principal**

## A. NESA Requirements

Full details may be obtained from the NESA website: <http://educationstandards.nsw.edu.au/>

This site will also allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course. In order for you to qualify for the HSC course, the Principal must certify to the NESA that you have:

1. satisfactorily completed a pattern of courses which meets the Board's requirements
2. completed the requirements for each course, including any necessary practical, or project work, or work placements
3. completed tasks designed by the school for the internal assessment program in each HSC course
4. sat for, and made a **genuine** attempt at, the required HSC Certificate examinations.

### ***Pattern of Study***

The HSC course must include a minimum of 10 units of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)
- at most 6 units of Science can count towards the HSC

The Preliminary course must be completed before commencing the HSC component.

### ***Satisfactory Course Completion***

- I. To complete a course satisfactorily, you must fulfil all requirements of the syllabus eg. assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for the course.
- II. The Principal must be satisfied that there is sufficient evidence that you have:
  - a) followed the course developed or endorsed by the Board
  - b) applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school
  - c) achieved some or all of the outcomes

### ***N Determinations***

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to the Board against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from the Board in that course. Until you receive results in 12 Preliminary units you will not be eligible for the award of a Preliminary Certificate and to progress to the HSC Course.

Two or more N-Award warning letters in any one subject **regardless of whether the work has been caught up or not** can lead to an N-Award determination by the Principal. Do not let this be you!

## B. School Assessment Policy

The award of the Higher School Certificate involves a combination of external examinations, and school-based assessment in all subject areas. Both school-based assessment and external exam marks will appear on your Record of School Achievement. In most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark. Marks are submitted to the NSW Education Standards Authority and are reported on your Higher School certificate. (*VET and Life Skills courses have different requirements.*)

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. VET courses are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification, but not towards your HSC course mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other Board publications including past examination papers, specimen papers and “Notes from the Marking Centre” can be found on the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/resources/hsc-exam-papers>

Your final assessment rank will be published on your Semester 2 report. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgements of the teachers in marking your work.

### ***Rights and Responsibilities***

*The school is responsible for providing:*

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

*As a student, you are responsible for:*

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination in a course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed.

**It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Kellyville High School.**

## A. SATISFACTORY COMPLETION OF A COURSE

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

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

For the satisfactory completion of a course, the NSW Education Standards Authority does not mandate an attendance requirement. As a guide, however, student attendance falling below 85% of a school's programmed lesson time for a course; the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal.

If at any time it appears that a student is at risk of receiving an 'N' determination - this is a non-successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Year Adviser, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and a note sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the N-Award determination process or post compulsory school options will be recommended.

## B. DUE DATES

All take home tasks are to be handed in at a common time. Tasks can be handed in before that time. **The set time is BEFORE PERIOD ONE on the due date, regardless of the student timetable for the day. It is the responsibility of the student to know where to submit the task and they must sign a register.**

## C. ATTENDANCE

On the day of a task students will be present for their normal timetable, in line with school policy. If a student is not present, a completed **Stage 6 'Illness and Misadventure' form** with a medical certificate, or other appropriate documentation will be required. The attending doctor must complete the form to communicate how the illness prevented or interrupted preparation for and/or attendance at the submission time. *Illness and Misadventure forms can be copied from this book, the school website or the Deputy Principal.*

The Head Teacher Administration will monitor students who are absent who are late or absent the day before a task is due. A pattern such as this may suggest the student is using sick days to advantage themselves in completing a task, and could be an example of malpractice.

## D. LATE SUBMISSION OF ASSESSMENT TASK

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark**. The task **MUST** still be submitted to fulfil course criteria.

Some students have made a practice of not attending the day before a task or arriving for the task during the day. This is considered malpractice and it will be monitored and penalties applied.

- If you receive a ZERO, you may lodge a request for *Review of Assessment* to the Deputy Principal within 48 hours of Illness/Misadventure outcome notification. Forms are available from the Deputy Principal. The responsibility for this rests with the student.
- An extension of time for the submission of an assessment task will **only** be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL** and would require the submission of a completed **Stage 6 'Illness and Misadventure' form**.

If you fail to submit assessment tasks amounting to 50% or more of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you may not be eligible to receive the award of the Higher School Certificate.

#### **E. EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In cases where a student has been genuinely sick, has had an accident or a valid misadventure on the due date of an Assessment Task, a Doctor's Certificate or relevant independent documentation must be included with the submission of the **Stage 6 'Illness and Misadventure' form** to the Deputy Principal **WITHIN TWO DAYS** of the student's return to school. In such cases a similar task may be set as negotiated with the HEAD TEACHER.
- In rare cases, such as an extended illness which may affect preparation for a task, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form with supporting documentation and negotiated with the HEAD TEACHER.
- Absences that extend over a holiday period will incur an estimate.

#### **F. UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

In all cases and for all students, any unexplained absence from an assessment task will result in a ZERO MARK being awarded for that task. The task **MUST** still be submitted to fulfil course criteria.

#### **G. REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance that is not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Year Adviser. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **Principal**. The School will review the mark/grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school.

#### **H. COVER SHEET**

All tasks must be submitted with the blue school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

# SAMPLE: ASSESSMENT TASK COVER SHEET

Kellyville High School

Learning | Excellence | Integrity



## COURSE & SUBJECT

**TASK:**

This section gives you the details of the task and the due date

**DATE DUE:**

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

**IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:**

This section tells you how the task will be assessed

**OUTCOMES TO BE ASSESSED:**

Outcomes from the syllabus related to the task are listed here

*The completed task is to be handed in with this cover sheet*

**NAME:** ..... **CLASS:** ..... **DATE SUBMITTED:** ..... / ..... / .....

### STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

**STUDENT SIGNATURE:** .....

**DATE:** ..... / ..... / .....

### RECEIPT (Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	.....	TEACHER	.....
TASK	.....		
NAME	.....	CLASS	.....
DATE DUE	..... / ..... / .....	DATE SUBMITTED	..... / ..... / .....
RECEIVED BY	.....	SIGNED	.....



## C. Academic Integrity Policy

The NSW Education Standards Authority has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving ZERO marks and may jeopardise your Preliminary Certificate and HSC results.

Malpractice is any activity that allows you to gain an **unfair advantage** over other students. It includes, but is not limited to:

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

## D. Disability Provisions

The NSW Education Standards Authority makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions. Provisions may include additional time, separate supervision or even a reader and/or writer. Extensive medical evidence is required for such provisions and the earlier you apply the better. Forms can be obtained from the Head Teacher Welfare.

**Students must have approval from NESAs to allow such provisions to be applied for school examinations and tasks.**

## E. Procedures for Illness/Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation **WITHIN TWO DAYS of their return to school**. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

The student will be required to collect a **Stage 6 'Illness and Misadventure' form** from the student office. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include rescheduling of the task, an estimated mark, or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. **It is the responsibility of the student to organise this with the Deputy Principal, who will inform the Head Teacher of the subject, and the Examinations Officer.**

## F. Appeals

Any issue relating to the marking of a task can only be considered at the time the task results are given.

The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied, see the Deputy Principal
- if still not satisfied, see the Principal.

## N-Award Flowchart

This process is to be followed for each course for the Higher School Certificate. This flowchart is designed to assist students and parents to understand the process.

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Parental contact may be appropriate before a 1 <sup>st</sup> N-award letter: <ul style="list-style-type: none"> <li>letter of concern</li> <li>or</li> <li>phone call</li> </ul> ⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/ textbook work</li> <li>or</li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 9 of term)</li> </ul>

*or*

**1<sup>st</sup> Event**

Assessment Task not completed on time	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>accepting work submitted late</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 9 of term)</li> </ul>
---------------------------------------	----------------------------------	---

*or*

Non serious attempt	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>or</li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (Wk 5 &amp; 9 of term)</li> </ul>
---------------------	----------------------------------	---

**Continual consultation to occur between Teacher and Head Teacher**



**2<sup>nd</sup>  
Event**

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work <i>or</i></li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 9 of term)</li> </ul>

or

Task not completed on time	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 9 of term)</li> </ul>
----------------------------	----------------------------------	--

or

Non serious attempt	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task <i>or</i></li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 9 of term)</li> </ul>
---------------------	----------------------------------	---

or

1 <sup>st</sup> N-Award letter not actioned	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by LST (Wk 5 &amp; 9 of term)</li> </ul>
---	----------------------------------	---



**Referral/consultation with Deputy Principal to initiate joint monitoring process.**

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> </ul>

or

Task not completed on time	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
----------------------------	---	--

**3<sup>rd</sup> or subsequent Event**

or

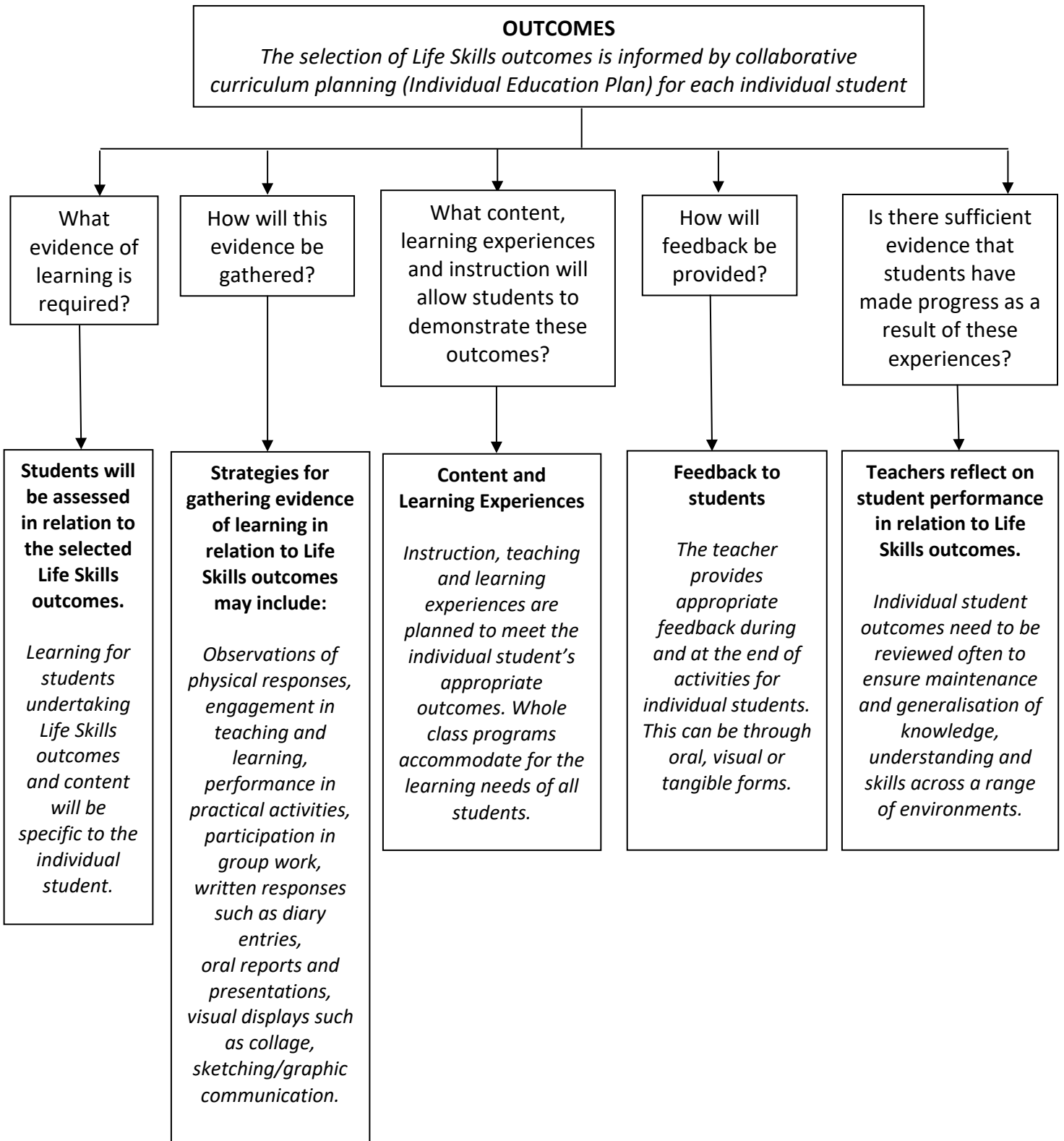
Non serious attempt	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task <i>or</i> providing alternative task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> </ul>
---------------------	---	--

or

Previous N-Award letter(s) not actioned	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussion requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
---	---	---



**Parent Interview**



## LEARNING GUIDE: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

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

## Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson or due date within the week may be allocated for all classes.

***Dates may change due to unforeseen circumstances.***

***In this instance, as much notice as possible will be given of the new date.***

The Assessment Policy rules about lateness will be applied to all of these tasks.

**Following the list of English courses (of which ONE is compulsory), courses follow in alphabetical order.**

**Notes:**

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.



Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multi Modal Presentation	EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	25	T4, W8
2	Module A- Comparative Essay	Reading and Writing	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	25	T1, W9
3	Module C- Imaginative Task	Writing and Reflection	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	20	T2, W6
4	Trial HSC Examination	Reading and writing	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8, EA12-9	30	T3, W1/2

**A student:**

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Module A- Texts and Human Experiences- Multi Modal Presentation	Multi Modal Presentation and Listening	EAL12-1A, EAL12-2, EAL12-3 EAL12-4, EAL12-6, EAL12-9	25	T4, W8
2	Module D- Imaginative writing	Imaginative Writing	EAL12-1B, EAL12-4, EAL12-5 EAL12-6, EAL12-7, EAL12-8	25	T1, W9
3	Module C- Close Study of Text	Analytical Writing	EAL12-2, EAL12-3, EN12-4, EN12-5, EN12-7, EN12-8	25	T2, W6
4	Trial HSC Examination	Reading and Writing Listening	EAL12-1B, EAL12-2, EAL12-3 EN12-4, EN12-5, , EAL12-6, EN12-7, EN12-8	25	T3, W1/2

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Multi Modal Presentation	Multi Modal Presentation	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	25	T4, W8
2	Module A- Essay	Viewing and Representing	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	25	T1, W9
3	Module C- Imaginative Task	Writing and Reflection	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	20	T2, W6
4	Trial HSC Examination	Reading and writing	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	30	T3, W1/2

**A student:**

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Texts and Human Experiences- Analytical response	Writing	ES 12-5, ES 12 -7 ES 12- 8, ES 12-9	25	T4, W8
2	Module H - Imaginative Task	Reading and Writing	ES1 2- 1, ES 12-2 ES 12-3, ES 12-4, ES 12-5, ES 12-9, ES 12-10	25	T1, W7
3	All Modules - Collection of Classwork	Collection of classwork	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	30	T2, W8
4	Trial HSC Examination	Reading and Writing	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	20	T3, W1/2

**A student:**

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## ANCIENT HISTORY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis	Ancient Society	12-3, 12-5, 12-6, 12-8	20	T4, W6
2	In class essay	Historical Period	12-1, 12-2, 12-4, 12-7, 12-9	25	T1, W6
3	Historical Analysis	Core: Pompeii and Herculaneum	12-5, 12-6, 12-8, 12-9, 12-10	25	T2, W7
4	TRIAL HSC EXAM	All Topics	12-1, 12-2, 12-3, 12-4, 12-5, 12-7, 12-9, 12-10	30	T3, W1/2

### A student:

- 12-1 Accounts for the nature of continuity and change in the ancient world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals and groups in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, places, events and developments of the ancient world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- 12-10 Analyses issues relating to the ownership, custodianship and conservation of the ancient past

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Problem solving and Skills Task	Module 5: Heredity	BIO11/12-5, BIO11/12-6, BIO12-12	20	T4, W9
2	Depth Study - Genetic Disease	Module 6: Genetic Change	BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13	25	T1, W6
3	Open Ended Investigation - Microbial Water testing	Module 7: Infectious Disease	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	25	T2, W6
4	Trial HSC Examination	Modules 5-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12-15	30	T3, W1/2

**A student:**

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Stimulus Based Task	Operations	H2, 3, 4, 5, 6, 8, 9	20	T4, W8
2	Financial Task	Finance	H3, 4, 8, 9, 10	25	T1, W6
3	Inquiry Task	Marketing	H1, 2, 4, 5, 6, 7, 8, 9	25	T2, W4
4	TRIAL HSC EXAM	All Topics	H1, 2, 3, 4, 5, 6, 8, 9, 10	30	T3, W1/2

**A student:**

- 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 Organizes 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

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Depth Study	Solubility	CH12-12, 12-1-12-7	25	T4, W9
2	Open Book Test	Module 5-6, Working scientifically skills	CH12-1-12-7	20	T1, W4
3	Open Ended Investigation	Working scientifically skills	CH12-14, 12-1-12-7	25	T2, W2
4	Trial HSC	Modules 5-8	CH12-12,13, 14	30	T3, W1/2

**A student:**

- 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



Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Data collection and analysis	Research Methodology <ul style="list-style-type: none"> <li>◦ Survey/data collection</li> <li>◦ Data analysis/graphical presentation</li> </ul>	H4.1, H4.2	25	T4, W8
2	Groups in Context	Case Study	H3.3, H5.1, H6.2	25	T2, W1
3	Parenting and Caring <ul style="list-style-type: none"> <li>◦ Promotional package</li> <li>◦ Justification</li> <li>◦ Presentation</li> </ul>	Parenting and Caring <ul style="list-style-type: none"> <li>◦ Skills and effective communication</li> <li>◦ Collecting, analysing and organising information</li> </ul>	H2.1, H3.2, H5.2	25	T2, W8
4	Trial HSC	Groups in Context, Research Methodology, Individuals and Work, Parenting and Caring	All course outcomes	30	T3, W1/2

**A student:**

- 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.
- H3.1 analyses the socio-cultural factors that lead to special needs of individuals in groups.
- H3.2 evaluates networks available to individuals, groups and families within communities.
- H3.3 critically analyses the role of policy and community structures in supporting diversity.
- 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

## DRAMA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Individual Project Presentation	Making	H1.5, H1.7, H2.3, H3.1, H3.2	20	T4, W9
2	Australian Theatre Essay	Critically Studying	H1.3, H3.1, H3.4, H3.5	20	T1, W4/5
3	Verbatim Theatre Performance	Making (10) Performing (20)	H1.1, H1.6, H1.2, H2.1, H1.3 H2.2, H1.4, H3.3	30	T2, W2/3
4	Trial HSC - Individual Project - Group Devised Performance - Written Examination (Logbook Submission for IP and GP)	Making (10) Performing (10) Critically Studying (10)	H1.5, H1.7, H1.8, H.9, H3.1, H3.2	30	T2, W9-10 and T3, W1/2

### A student:

- 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
- 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

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Case Study -The Global Economy and Vietnam	The Global Economy	H1, 2, 3, 4, 8, 9, 10, 12	20	T4, W9
2	Research & in class – short answers Australia’s Place in the Global Economy	Australia’s Place in the Global Economy	H1, 2, 3, 4, 8, 9, 10, 11, 12	25	T1, W6
3	In class essay- Economic Issues	Economic Issues	H1, 2, 5, 6, 7, 8, 9, 10, 12	25	T2, W4
4	TRIAL HSC EXAM	All topics	H1 – 11	30	T3 W 1/2

**A student:**

- 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

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Design, building and testing – Engineering Report (Civil Structures)	Knowledge and understanding, research, problem solving and communication	H2.1, H3.1, H5.2, H6.2	25	T4, W10
2	In class task (Personal and Public Transport)	Knowledge and understanding, research, problem solving and developments in Technology	H1.2, H2.2, H3.1, H4.1, H4.3	20	T1, W5
3	Trial HSC Written examination	Knowledge and understanding, research, problem solving and developments in Technology	H1.1, H1.2, H2.1, H3.1, H4.2, H4.3	30	T3, W1/2
4	Telecommunications	Knowledge and understanding, research, problem solving and communication	H2.2, H3.1, H4.1, H5.1, H6.1	25	T3, W5

A Student:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Imaginative response and reflection	Imaginative writing	EE12-2, EE12-4, EE12-5	30	T1, W7
2	Critical response with related text and representation	Analytical writing and representation	EE12-1, EE12-2, EE12-3, EE12-4	40	T2, W8
3	Trial HSC Examination	Reading/ writing	EE12-2, EE12-3, EE12-4, EE12-5	30	T3, W1/2

**A student:**

- 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

**A student:**

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Viva Voce (including written proposal)	Speaking/ Writing	EEX12-1, EEX12-4, EEX12-5	30	T4, W10
2	Literature review	Reading/ Writing	EEX12-1, EEX12-2, EEX12-3, EEX12-4	40	T1, W10
3	Critique of the creative process	Writing	EEX12-2, EEX12-3, EEX12-5	30	T2, W10

- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Case Study on the Australian Food Industry	Skills in researching, analysing and communicating food issues	H1.2, H1.4, H3.1	15	T4, W7
2	Case Study on Food Manufacture	Skills in experimenting with and preparing food by applying theoretical concepts Skills in designing, implementing and evaluating solutions to food situations	H1.1, H4.2	25	T1, W7
3	Design a Pie - Food Product Development	Skills in experimenting with and preparing food by applying theoretical concepts Skills in researching, analysing and communicating food issues	H1.3, H2.1, H4.1, H5.1	30	T2, W5
4	Trial HSC	Knowledge and understanding of course content	H1.1, H1.3, H1.4, H3.2	30	T3, W1/2

**A student:**

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Fieldwork report writing task	Ecosystems at risk	H1, 2, 5, 6, 8, 9, 10, 11, 12, 13	20	T4, W9
2	Research task & writing task	Urban Places	H1, 3, 5, 6, 7, 8, 10, 13	25	T1, W8
3	Research task & writing task	Economic Activity	H1, 4, 7, 8, 9, 12, 13	25	T2, W7
4	TRIAL HSC EXAM	All Topics	H1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13	30	T3, W1/2

**A student:**

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



## HISTORY EXTENSION

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Proposal Process Log Annotated sources	History Project: Process	12-1, 12-2	30	T2, W6
2	Essay	History Project: Essay	12-1, 2-2, 12-3, 12-4	40	T2, W4
3	TRIAL HSC EXAM	Constructing History/Case Study	12-1, 12-3, 12-4	30	T3, W1/2

### A student:

- 12-1 Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- 12-2 Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- 12-3 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- 12-4 Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Due to the nature of the History Project, students will be required to submit their proposal and process log at set dates to check their progress and receive formative feedback.

Compulsory submission dates for proposal, logbook and drafts of the History Project will be:

T4 W3, T4 W 8, T1 W3, T1 W8, T2 W1.

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Half Yearly Exam	Trial HSC Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		<i>Week: 9 Term: 4</i>	<i>Week: 9 Term: 1</i>	<i>Week: 9 Term: 2</i>	<i>Week: 9 Term: 3</i>		
Code	Unit of Competency					HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

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

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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Designing and Planning Presentation	Knowledge and skills in the design, management, communication and production of a major project	H3.1, H3.2, H3.3, H5.1	20	T4, W8
2	Industry Study/ Product Analysis	Knowledge, Communication and Application	H1.1, H1.2, H3.2, H4.3, H5.2, H6.1, H7.1, H7.2	20	T1, W6
3	Project Development and Management Report	Knowledge and skills in the design, management, communication and production of a major project	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	30	T2, W9
4	Trial HSC Examination	Knowledge and understanding of course content	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	30	T3, W1/2

### A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Project Work: Individual	Information Systems & Databases	H1.2, H2.1, H3.2, H4.1 H2.2, H5.1, H6.2, H7.1	25	T4, W8
2	Project Work: Individual	Multimedia	H1.1, H2.1, H3.2, H4.1	20	T1, W9
3	Project Work: Stage 1: group Stage 2: Individual	Project Management Communication Systems	H3.1, H4.1, H5.1, H5.2, H6.1, H7.1, H7.2	25	T2, W7
4	Trial HSC	Project Management; Information Systems & Databases; Communication Systems; Transaction Processing Systems; Multimedia	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	30	T3, W1/2

### A student:

- 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

<b>Task</b>	<b>Task Description</b>	<b>Skill / Component/ Topic</b>	<b>Outcomes</b>	<b>Weighting %</b>	<b>Due Date</b>
1	Research - In class task	Crime	H 1, 3, 4, 5, 6, 8, 9	20	T4, W9
2	Topic Test	Human Rights	H 1, 2, 4, 7, 9	25	T1, W7
3	Inquiry task, in class essay	Option Topic	H 1, 3, 4, 5, 6, 8, 9, 10	25	T2, W8
4	TRIAL HSC EXAM	All Topics	H 1, 2, 3, 5, 7, 9, 10	30	T3, W1/2

**A student:**

- 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.

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Logarithms and Exponential E1, Probability and Discrete Probability Distributions S1, Arithmetic sequence and series M1.2, Geometric sequence and series M1.3, Graphing techniques F2	MA11-6, MA11-7, MA12-1, MA12-2, MA12-4, MA12-10	25	T4, W7
2	Assignment/ Investigation Task	Graphing techniques F2, Trigonometric functions and graphs T3	MA12-1, MA12-5, MA12-9, MA12-10	20	T1, W4
3	Assignment/In-class test	Differentiation of trigonometry, exponential and logarithmic functions C2.1, Rules of differentiation C2.2, The first and second derivatives C3.1, Applications of the derivative C3.2, The anti-derivative C4.1, Areas and the definite integral C4.2, Data (grouped and ungrouped) and summary statistics S2.1, Bivariate data analysis S2.2	MA12-3, MA12-6, MA12-7, MA12-8, MA12-10	25	T2, W5
4	Trial HSC Examination	All Topics covered	MA12-1 – MA12-8, MA12-10	30	T3, W1/2

Each of the tasks listed above will represent the following components

- Understanding, fluency and communication
- Problem solving, reasoning and justification

**A student:**

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting	Due Date
1	Class test	Proof by mathematical induction P1, Introduction to vectors V1.1, Further operations with vectors V1.2	ME12-1, ME12-2, ME12-7	25	T4, W8
2	Assignment/ Investigation Task	Introduction to vectors V1.1, Further operations with vectors V1.2, Trigonometric equations T3, Further calculus skills C2, Further area and volumes of solids of revolution C3.1	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7	20	T1, W8
3	Class test	Bernoulli and binomial distributions S1.1, Normal approximations for the sample proportion S1.2, Pending Further operations with vectors V1.2, Projectile motion V1.3	ME12-2, ME12-5, ME12-7	25	T2, W7
4	Trial HSC Examination	All Topics covered	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-7	30	T3, W1/2

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

**A student:**

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Arithmetic of complex numbers N1.1, Geometric representations of a complex number N1.2, Other representations of complex numbers N1.3, Solving equations with complex numbers N2.1	MEX12-1, MEX12-4, MEX12-7, MEX12-8	25	T4, W9
2	Assignment/ Investigation Task	Complex Numbers N1.1 – N1.3 & N2.1, Introduction to three-dimensional vectors V1.1, Further operations with three-dimensional vectors V1.2, Vectors and vector equations of lines V1.3	MEX12-1, MEX12-3, MEX12-4, MEX12-7, MEX12-8	20	T1, W6
3	Class test	The Nature of Proof P1, Further proof by mathematical induction P2, Geometrical implications of complex numbers N2.2, Further Integration C1, Simple harmonic motion M1.1, Modelling motion without resistance M1.2, Resisted Motion M1.3	MEX12-1, MEX12-2, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	25	T2, W8
4	Trial HSC Examination	All Topics covered	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8	30	T3, W1/2

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

**A student:**

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
- MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
- MEX12-3 uses vectors to model and solve problems in two and three dimensions
- MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
- MEX12-5 applies techniques of integration to structured and unstructured problems
- MEX12-6 uses mechanics to model and solve practical problems
- MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
- MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument



## MATHEMATICS STANDARD 2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Class test	Interest and Depreciation F1.1, Working with Time M2, Money Matters – Budgeting and household expenses F1.3 and Rates and Ratios M7, Non-right-angled Trigonometry M6	MS11-2, MS11-3, MS11-5, MS11-6, MS11-10, MS2-12-3, MS2-12-4, MS2-12-10	25	T4, W8
2	Assignment/ Investigation Task	Investments F4.1, Depreciation and loans F4.2 and Annuities F5	MS2-12-5, MS2-12-9, MS2-12-10	20	T1, W9
3	Assignment/In-class test	Networks Concepts N2, Critical Path Analysis N3, Bivariate Data Analysis S4	MS2-12-2, MS2-12-7, MS2-12-8, MS2-12-10	25	T2, W6
4	Trial HSC Examination	All Topics covered	MS2-12-1 - MS2-12-8, MS2-12-10	30	T3, W1/2

Each of the tasks listed above will represent the following components:

- Understanding, fluency and communication
- Problem solving, reasoning and justification

### A student:

- MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8: solves problems using networks to model decision-making in practical problems
- MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response
- MS11-1: uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2: represents information in symbolic, graphical and tabular form
- MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4: performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5: models relevant financial situations using appropriate tools

## MATHEMATICS STANDARD 2 continued...

---

- MS11-6: makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Source Analysis	Power and Authority	12-1, 12-4, 12-6, 12-7, 12-9	20	T4, W8
2	Historical Analysis	Russia and the SU 1917-1941	12-1, 12-2, 12-8, 12-9	25	T1, W8
3	In Class Essay	The Cold War	12-3, 12-5, 12-9	25	T2, W8
4	TRIAL HSC EXAM	All Topics	12-3, 12-5, 12-6, 12-7, 12-9	30	T3, W1/2

**A student:**

- 12-1 Accounts for the nature of continuity and change in the modern world
- 12-2 Proposes arguments about the varying causes and effects of events and developments
- 12-3 Evaluates the role of historical features, individuals, groups and ideas in shaping the past
- 12-4 Analyses the different perspectives of individuals and groups in their historical context
- 12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- 12-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- 12-7 Discusses and evaluates differing interpretations and representations of the past
- 12-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- 12-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## MUSIC 1

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	TOPIC 1: An Instrument & its repertoire ELECTIVE 1: Performance (or) Musicology (or) Composition AND Composition for a small ensemble	ELECTIVE 1 – Performance/Musicology/ Composition  Musicology (Core)	H1, H5, H9, H11	15	T4, W8
			H2, H6, H8, H10	10	
2	TOPIC 2: Music of the C20th & C21st ELECTIVE 2: Performance (or) Musicology (or) Composition AND Viva voce presentation on student’s Elective 2 choice	ELECTIVE 2 – Performance/Musicology/ Composition  COMPOSITION (Core)	H1, H5, H9, H11	15	T1, W6
			H3, H4, H5, H7, H8	10	
3	TOPIC 3: Popular Music ELECTIVE 3: Performance (or) Musicology (or) Composition AND Aural analysis of a piece of music related to student’s instrument of choice	ELECTIVE 3 – Performance/Musicology/ Composition  AURAL (Core)	H1, H5, H9, H11	15	T2, W4
			H2, H4, H6	10	
4	TRIAL AURAL EXAM AND Performance: Linked to Topic 1, 2 or 3	AURAL  PERFORMANCE (Core)	H2, H4, H6, H8	15	T3, W1/2
			H1, H5, H9, H11	10	

### A student:

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

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	<b>Core 2 Case Study/Presentation</b> Factors Affecting Performance	<b>Knowledge and Understanding</b> about the way the body moves. <b>Skills</b> in taking action to improve participation and performance in physical activity, critical thinking, research and analysis.	H7, H8, H9, H10, H11, H16	25	T4, W9
2	<b>Core 1 Task Research</b> Health Priorities in Australia	<b>Knowledge and Understanding</b> of the factors that affect health. <b>Skills</b> in influencing personal and community health outcomes, critical thinking, research and analysis.	H1, H2, H3, H4, H5, H6	25	T1, W8
3	<b>Option – Sports Medicine Analysis/Report</b> Sports Medicine	<b>Knowledge and Understanding</b> about safe sport practices. <b>Skills</b> in managing injuries and promoting safe sports participation, critical thinking, research and analysis.	H8, H13, H17	20	T2, W7
4	<b>Trial HSC</b> Core 1 (10%), Core 2 (10%), Sports Medicine Imp Performance (10%)	<b>Knowledge and Understanding</b> of factors that affect health and performance. <b>Skills</b> in influencing personal and community health and in taking action to improve safety, participation and performance in physical activity, critical thinking, research and analysis.	H2, H3, H7, H8, H13	30	T3, W1/2

**A student:**

- 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 the new public health approach to health promotion
- 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
- 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 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Depth Study – Webpage Design	Module 5: Advanced Mechanics	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-5 P12-6, PH12-7, PH11/12-12	25	T1, W2
2	Problem solving and skills task	Module 5 Advanced Mechanics & Module 6 Electromagnetism	PH/12-3, PH11/12-5, PH11/12- 6, PH 12- 12, PH11/12-13	25	T1, W7
3	Open Ended Investigation- Nature of light	Module 7 : Nature of light	PH11/12- 5, PH 11/12- 7, PH 12- 14	20	T2, W4
4	Trial HSC Examination	Modules 5-8	PH11/12-1, PH11/12- 6, PH12-12-15	30	T3 W1/2

**A student:**

- 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
- PH 11/12- 7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH 12- 12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH 12- 13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH 12- 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
- PH 12- 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

## SCIENCE EXTENSION

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Literature Review	Module 2: The research proposal	SE-2, SE-3, SE-5, SE-7	30	T1, W3
2	Statistics Task	Module 3: Data, Evidence, Decisions	SE-1, SE-4, SE-5	30	T2, W6
3	Scientific Research Report	Module 4: The research report	SE-1 – SE-7	40	T3, W5

**A student:**

**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

Task No.	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Research Task	Core-Social and Cultural Continuity and Change	H3, 4, 5, 6, 10	25	T4, W7
2	PIP Process	Personal Interest Project	H6, 7, 8	15	T1, W5
3	Essay	Depth Study Two	H1, 3, 9, 10	30	T2, W4
4	TRIAL HSC EXAM	Core, Depth Study One and Two	H1, 2, 3, 4, 5, 9, 10	30	T3, W1/2

### A student:

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



## SOFTWARE DESIGN AND DEVELOPMENT

Task No.	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Project Development and Documentation (Stage 1)	Developing a Solution Package Defining and Understanding Planning and Designing Social and Ethical Issues	H2.2, H3.2, H4.1, H5.1, H5.2	20	T4, W8
2	Open Book Topic Test – Software Solutions	Software Development Approaches Defining and Understanding Planning and Designing	H1.2, H4.2, H5.2, H6.2	20	T1, W7 or 8 Dbl pd TBC
3	Project Development and Documentation (Stage 2)	Developing a Solution Package Software Development Cycle	H4.2, H4.3, H5.2, H5.3, H6.3, H6.4	30	T2, W8
4	Trial HSC	Social and Ethical Issues Software Development Approaches Software Development Cycle Option 2	H1.1, H1.2, H1.3, H2.1, H3.1, H4.2, H5.2, H6.1, H6.4	30	T3, W1/2

### A student:

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

Task No.	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Healthy Lifestyles Research Task	Healthy Lifestyles Research ◦ Investigate lifestyle balance	1.5, 2.3, 3.5, 4.3	20	T4, W9
2	Games and Sports Applications I	Games and Sports Applications I Practical Assessment ◦ Students skillfully and confidently participate in various sports and activities.	1.1, 1.3, 3.1, 4.4	25	T1, W1-10
3	Resistance Training	Resistance Training ◦ Practical application of the principles of strength training Resistance Training Program Investigate various forms of muscle training and resistance programs	2.3, 3.4, 3.6, 4.4	25	T2, W4-10
4	Course Exam	Healthy Lifestyles Games and Sports Applications I Resistance Training	1.1, 1.3, 1.5, 2.3, 3.4, 3.6, 4.3, 4.4	30	T3, W1/2

### A student:

- |     |   |     |   |
|-----|---|-----|---|
| 1.1 | applies the rules and conventions that relate to participation in a range of physical activities      | 3.1 | selects appropriate strategies and tactics for success in a range of movement contexts                        |
| 1.2 | explains the relationship between physical activity, fitness and healthy lifestyle                    | 3.2 | designs programs that respond to performance needs  |
| 1.3 | demonstrates ways to enhance safety in physical activity  | 3.3 | measures and evaluates physical performance capacity  |
| 1.4 | investigates and interprets the patterns of participation in sport and physical activity in Australia | 3.4 | composes, performs and appraises movement   |
| 1.5 | critically analyses the factors affecting lifestyle balance and their impact on health status         | 3.5 | analyses personal health practices  |
| 1.6 | describes administrative procedures that support successful performance outcomes                      | 3.6 | assesses and responds appropriately to emergency care situations  |
| 2.1 | explains the principles of skill development and training   | 3.7 | analyses the impact of professionalism in sport   |
| 2.2 | analyses the fitness requirements of specific activities  | 4.1 | plans strategies to achieve performance goal  |
| 2.3 | selects and participates in physical activities that meet individual needs, interests and abilities   | 4.2 | demonstrates leadership skills and a capacity to work cooperatively in movement context                       |
| 2.4 | describes how societal influences impact on the nature of sport in Australia                          | 4.3 | makes strategic plans to overcome the barriers to personal and community health                               |
| 2.5 | describes the relationship between anatomy, physiology and performance                                | 4.4 | demonstrates competence and confidence in movement contexts   |
|     |   | 4.5 | recognises the skills and abilities required to adopt roles that support health, safety and physical activity |

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Independent Case Study	Critical / Historical	H7, H8, H9, H10	20	T4, W9
2	Visual Diary Submission / Panel Interview	Artmaking	H1, H2, H3, H4, H5, H6	20	T1, W5
3	Trial Written Examination	Critical / Historical	H6H7, H8, H9,	30	T3, W1/2
4	Trial Body of Work – Final KHS Submission	Artmaking	H1, H2, H3, H4, H5, H10	30	T3, W4

### A student:

- 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 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

## WORK STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Career Plan & Portfolio	<b>Core:</b> My Working Life <b>Skills:</b> Career planning, performing work tasks	1, 2, 3, 4, 5, 7	30	T4 W9
2	Event Management	<b>Module 9:</b> Team Event Management Project <b>Skills:</b> Performing work tasks, working with others	1, 3, 5, 6, 7, 8, 9	30	T2 W4
3	Trial HSC Examination	<b>Knowledge:</b> Career planning, performing work tasks, working with others, managing change	1, 2, 3, 4, 5, 6, 7, 8, 9	40	T3 W1-2

### A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups



**Stage 6**  
**Appeal Due to Illness/Misadventure at the time of Assessment or Examination.**

Full Name: \_\_\_\_\_ Year and Roll Class: \_\_\_\_\_

Date Form Submitted: \_\_\_\_\_

**IMPORTANT**

- Only list here the assessments and/ or examinations you are appealing.

Subject	Teacher	Assessment/ Examination	Original Date Due

**STUDENT APPEAL**

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature  Date

Parent signature  Date

***If this appeal is lodged on behalf of a student, please print:***

Name of person lodging appeal: \_\_\_\_\_

Reason the student is not lodging the appeal: \_\_\_\_\_

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

**Please complete the information required over the page and return form to Deputy Principal**

**The person completing these sections must not be related to the student.**

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date, unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately.

**Appeal due to illness**

Independent evidence of illness: to be completed by medical practitioner OR Doctor's Certificate attached

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/ meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment. \_\_\_\_\_

Any other comments or information which may assist in the assessment of the student's appeal.

*Please note that any fee for providing this report is the responsibility of the student.*

Name of doctor: \_\_\_\_\_

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal due to misadventure** (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes/ No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

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

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**RETURN THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 48HRS OF RETURNING TO SCHOOL**



**Stage 6**  
**Appeal Due to Illness/Misadventure at the time of Assessment or Examination.**

**To be retained by the student**

Full Name: \_\_\_\_\_

Year and Roll Class: \_\_\_\_\_

**To be completed by the Deputy Principal**

Doctor's Certificate received: Yes/ No

Date received: \_\_\_\_\_

Subject	Teacher	Assessment/ Examination	Approved/ Declined	Outcome	
				Estimate OR New Date	Other
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	
			A / D	<input type="checkbox"/>	

Comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Deputy Principal's signature: \_\_\_\_\_

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

**Office Use Only**

**Outcome forwarded to:**

Head Teacher  \_\_\_\_\_ Year Adviser  \_\_\_\_\_

Class Teacher  \_\_\_\_\_ Student  \_\_\_\_\_

Sentral Reference No \_\_\_\_\_ Entered by \_\_\_\_\_

***You should keep this acknowledgement.***



**Stage 6  
Request for Review of Assessment**

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

Class: \_\_\_\_\_

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

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

Task: \_\_\_\_\_

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

**Reason for review:**

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

**Supporting evidence:**

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

**APPROVED / NOT APPROVED**

Comment:

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

Deputy Principal: \_\_\_\_\_

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

*Notifications:*       Student/Parent       Staff/Executive/LST       File



**S'RREAL – ENGAGED ACTIVE LEARNERS: INDIVIDUAL ASSESSMENT CALENDAR**

**TERM 4 2020**

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCTOBER 12-16	1						
OCTOBER 19-23	2						
OCTOBER 26-30	3						
NOVEMBER 2-6	4						
NOVEMBER 9-13	5						
NOVEMBER 16-20	6						
NOVEMBER 23-27	7						
NOV 30 – DEC 4	8						
DECEMBER 7-11	9						
DECEMBER 14-18	10				SCHOOL DEVELOPMENT DAY	SCHOOL DEVELOPMENT DAY	

# TERM 1 2021

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JANUARY 25 – 29	1		<i>Public Holiday</i>	<i>School Development Day</i>	<i>Year 12 return</i>		
FEBRUARY 1 – 5	2						
FEBRUARY 8 – 12	3						
FEBRUARY 15 - 19	4						
FEBRUARY 22 - 26	5						
MARCH 1 – 5	6						
MARCH 8 – 12	7						
MARCH 15 – 19	8						
MARCH 22 – 26	9						
MAR 29 - APR 2	10					<i>Public Holiday</i>	
APRIL		<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	
APRIL		<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	<i>School Holidays</i>	

## TERM 2 2021

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
<b>APRIL 19 – 23</b>	1	School Development Day					
<b>APRIL 26 – 30</b>	2	<i>Public Holiday</i>					
<b>MAY 3 – 7</b>	3						
<b>MAY 10 – 14</b>	4						
<b>MAY 17 – 21</b>	5						
<b>MAY 24 – 27</b>	6						
<b>MAY 31 - JUNE 4</b>	7						
<b>JUNE 7 – 11</b>	8						
<b>JUNE 14 - 18</b>	9	<i>Public Holiday</i>					
<b>JUNE 21 - 25</b>	10						
<b>JULY</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
<b>JULY</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

# TERM 3 2021

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY 12 – 16	1	Trial HSC Period	Trial HSC Period	Trial HSC Period	Trial HSC Period	Trial HSC Period	
JULY 19 – 23	2	Trial HSC Period	Trial HSC Period	Trial HSC Period	Trial HSC Period	Trial HSC Period	
JULY 26 – 30	3	<i>SOC &amp; CULT PIP DUE</i>					
AUGUST 2 – 6	4				<i>IND TECH PROJECTS DUE</i>		
AUGUST 9 – 13 <i>HSC ENG EXT 2 PROJECTS DUE TBC</i>	5						
AUGUST 16 – 20 <i>HSC DRAMA PERFORMANCES TBC</i>	6						
AUGUST 23 – 27 <i>HSC DRAMA PERFORMANCES TBC</i>	7	<i>VA BOW's DUE</i>					
AUG 30 – SEP 3 <i>HSC MUSIC PERFORMANCES TBC</i>	8						
SEPTEMBER 6 – 10 <i>HSC MUSIC PERFORMANCES TBC</i>	9					<i>SCI EXT PROJECTS DUE</i>	
SEPTEMBER 13 - 17	10			Year 12 Graduation Rehearsal	Year 12 Graduation	Year 12 Formal	
SEPTEMBER		STUDY VACATION	STUDY VACATION	STUDY VACATION	STUDY VACATION	STUDY VACATION	
<i>Note: HSC dates are accurate at time of publication. Check <a href="http://educationstandards.nsw.edu.au">http://educationstandards.nsw.edu.au</a> for calendar updates.</i>							