

MURRAY HIGH SCHOOL

HSC

Course Assessment
Policy

2019



Kaitlers Rd, Lavington
Phone 02 6025 4711

Murray High School

HSC Course

Assessment Policy

Year 12 – 2018/2019

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Further information can be found in:

the Assessment Certification Examination (ACE) website, which provides current information to principals, teachers, parents and students about the rules and procedures set by NESA for secondary education in New South Wales.

Introduction

To the student,

Welcome to Higher School Certificate Course Assessment. All schools are required to submit assessment of student achievement to NESAs (NSW Education Standards Authority) at the end of the HSC Course whether it be a Board Developed Course or a Board Endorsed Course. These assessments are intended to measure your achievement and progress in each course in relation to syllabus standards.

In addition to the formal assessment program you will also be required to attempt other tasks, e.g. tests, essays, assignments etc., which will provide you with opportunities to practise your skills and to provide you and your teachers with information about your progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the HSC requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with Distance Education and/or TAFE, or other schools/colleges **must also follow the assessment procedures established by these institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2-unit value or greater
- at least four subjects

What Is An Assessment Mark?

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks, which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by NESAs. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course, and is reported on your HSC Record of School Achievement. You are required to complete school-based assessment tasks for the Board Developed and Board Endorsed HSC courses you study. (VET and Life Skills courses have different requirements).

What Will Happen To The Assessment Marks Submitted By The School?

The raw assessment marks provided by the school in any Board course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

What Will Be On The HSC?

If you meet all the requirements, you will be awarded a Higher School Certificate. You will actually receive three documents, the HSC, the Record of Achievement and the Course Report. The certificate shows your name and school. NESA issues the HSC Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

NB No assessment mark is shown for VET courses. For 240-hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

What About University Entrance?

Entry from Year 12 into University courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by Universities, not NESA, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started high school with you.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses (with a maximum of 1 category B subject). Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) handbook or at <https://www.uac.edu.au/>

When Will I Be Assessed?

For all Board courses, formal assessment will not begin until after Week 4, Term 4, 2018

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

Assessment tasks will not be set for completion in the week before the Trial Examinations.

What Will Be Assessed?

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least two weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

When Will Assessment Tasks Be Handed In?

Assessment tasks which are completed at home **MUST** be handed to the Faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time.

What Must I Do When I Hand In An Assessment Task?

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been submitted.

Will I Know How I Am Achieving In Assessment Tasks?

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group in that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking in that course.

It is important to note that you **will NOT** be informed about your final assessment mark awarded by the school in each subject. However, you will receive an assessment rank reported on your Year 12 Mid-Course Report and your Trial HSC Report.

Can I Question The Marking Of An Assessment Task?

As a general rule the teachers' judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

How Am I Notified Of Assessment Tasks?

You will be given written notification of assessment tasks at least two weeks before the date of the task. If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence

If you know that you will be absent, it your responsibility to check your HSC Course Assessment Booklet to see if you have any assessment tasks coming up and to see your teacher regarding notification for these tasks. It is your responsibility to follow this procedure if you are going to be absent for any reason, including school authorised, such as work placements, TAFE and school excursions.

If you experience an illness or misadventure on the day when notification is given of an assessment task, this does not automatically give you an extension for the task. It is your responsibility to contact your teacher and seek the notification of the task. If you feel that you have been disadvantaged by illness or misadventure, then you may submit an Absence from Assessment Task form applying for an extension, accompanied by supporting documentation such as a medical certificate.

What Happens If I Fail To Hand In An Assessment Task On Time?

LATE SUBMISSION OF TASKS

It should be clearly understood that responsibility for submitting required work by the due date rests with you. NESAs requires that, *"If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task."*(NESA website). Submission or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement. Where you have been absent on the day the assessment task was due and the task was not handed in, due to illness or misadventure, the student must hand the task to their teacher on their **first** day of attendance.

SICKNESS

If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal before roll call or signing in. If you fail to do this, you will receive a zero mark and an 'N' warning letter. When your sickness has been verified by a medical certificate, the Deputy Principal will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

MISADVENTURE

Where you claim a “misadventure” has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor’s certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

<p>Remember that the responsibility rests on you to get your work in on time.</p>

What Happens If I Am Absent On The Day An Assessment Task Is Scheduled?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not valid reasons to miss an assessment task. If you are away unexpectedly then it is **your responsibility** to contact the Deputy Principal, **BEFORE** the commencement of the task.

If the reason for your absence is unsatisfactory, as determined by the Deputy Principal, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternative time or, award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

Oral Tasks

You must be present for every lesson until your oral task has been delivered. If you do not attend a lesson without following the procedures in this policy for missing an assessment task, you will receive a mark of zero. This includes circumstances where you are aware beforehand of an absence. If you are aware that you will be absent for a lesson during oral presentations for any reason, including but not limited to appointments or excursions, it is your responsibility to arrange with the Head Teacher to complete your oral presentation before this absence.

It is YOUR responsibility to follow the procedures outlined below.

What to do if you know you are going to miss an Assessment Task

- 1) Report to the Deputy Principal with a note from parents/carers and any relevant documentation explaining the situation.
- 2) Complete the “ Known Absence from an Assessment Task” form.
- 3) Return the “ Known Absence from an Assessment Task” form to the DP.
- 4) Report to the Deputy Principal **before school on the day of your return** to school to organise the completion of their task.
- 5) Complete the task as instructed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

What to do if you are going to miss an Assessment Task due to illness or misadventure

- 1) Contact the school immediately or when practicable.
- 2) Organise a doctor’s certificate or appropriate documentation.
- 3) Report to the Deputy Principal with the appropriate documentation **before school on the day of your return** to school to organise the completion of your task.
- 4) Complete the “Illness and Misadventure Form” form.
- 5) Return the “Illness and Misadventure Form” form to the DP.
- 6) Complete the task as instructed on the day of returning to school.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

Partial Absence or truancy on the date of an assessment task

If a student undertakes an in-class or examination assessment task, but does not attend school that day until the time that the task is scheduled, or truants class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

Suspension

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal/Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

What Happens If I Am Caught Cheating Or Seeking To Gain An Unfair Advantage In An Assessment Task?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. NESA requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt, or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the Principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

HSC: All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

At Murray High School this program needs to be completed prior to the commencement of the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

What Happens If Tasks Are Not Attempted?

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the Principal will advise you of the school's decision, the consequences and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by NESA
- achieving some or all of the course outcomes
- applying yourself with diligence and sustained effort to the set school tasks.

Non-genuine attempt at assessment tasks

NESA states that its, "*minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.*" (ACE website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the set task and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' Warning letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

MONITORING PROCEDURES – STUDENT PROGRESS

The Department of Education (DOE) Policy

The DOE's "Procedures for the Suspension and Expulsion of School Students" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work;
- non-serious attempts to meet course objectives
- non-compliance with NESA requirements for the award of an HSC.

NESA Policy

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- *followed the course developed or endorsed by the Board; and*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and*
- *achieved some or all of the course outcomes;*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. NESA requires principals to **issue a minimum of two warnings before a final 'N' determination is made**. If this occurs, then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

MONITORING PROCEDURES - ATTENDANCE

The NESA policy states that, "For **post-compulsory students**, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. (ACE website).

Where your attendance becomes a concern, a written warning will be issued. If your attendance continues to be unsatisfactory, the Principal will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education, may expel you. You have the right to appeal this expulsion decision.

Expulsion

You may be expelled for non-satisfactory participation in learning. This means you have not met the outcomes of your courses because of:

- absences, or
- failure to complete course work.

Before an expulsion occurs you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

Work Placement in Vocational Education and Training Courses

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an "N" Determination for the VET course where the hours have not been completed.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING NESA REQUIREMENTS.

THE 'N' - WARNING PROCESS

An 'N' warning letter lets you know that your performance is unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you

You will have two weeks to "redeem" yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains "live" and counts towards an 'N Determination' in the course. If you end up with two "live" 'N' letters in any one course, you may receive the 'N Determination'. This means you have unsatisfactorily completed the course. You may appeal the 'N determination'.

In some cases, the student may then not meet the necessary pattern of study requirements to be eligible for the award of the HSC that year.

Note that an 'N' warning letter will include:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher.

Note: Only one warning letter is issued for each task. The new due date is final.

Can I Seek A Review Of A Rank Awarded To Me Within A Course?

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank, then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

What Happens In The School Review?

The review committee, consisting of a Head Teacher, Deputy Principal and Principal, will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. All reviews will be based on whether the assessment program conformed with NESAs requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

A Final Note

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.

YEAR 12 ATTENDANCE POLICY

Rationale:

The school acknowledges the crucial importance of attending lessons in maximising student achievement in the Higher School Certificate. In order to emphasise the importance of attendance as a basic responsibility of students, the school has a minimum attendance requirement of eighty percent (80%) for Year 12 students to be given the privilege of attending the school's Year 12 Formal.

Policy:

Year 12 students must attend a minimum of eighty percent (80%) attendance in all of their HSC courses in order to be extended the privilege of attending the Murray High School Year 12 Formal.

This minimum eighty percent attendance applies to all courses and study periods. This is specifically to address a situation where a student may have an overall attendance over the cut-off, but has a lower attendance figure for one or more courses.

The cut-off of eighty percent attendance applies to unexplained absences. Absences which are explained such as school excursions and school representative sport will not count as unexplained absences. Absences for which medical certificates have been supplied specifically stating the relevant dates also will not count as unexplained absences. Absences must be explained within 7 days or they will remain as unexplained due to the new departmental procedure.

The cut-off date by which the minimum requirement of 80% attendance will be assessed is the Monday of Week 8, Term 3.

If a Year 12 student has purchased a Year 12 Formal ticket but is not permitted to attend because their attendance for any course is below eighty percent, they will be entitled to a refund for the price of their ticket on application to the school.

The person with responsibility for this Year 12 Attendance Policy will be the Deputy Principal responsible for Year 12.

MURRAY HIGH SCHOOL

EXAMINATION RULES Year 12

Attendance at Trial HSC Year 12 examinations is **compulsory**. Students do not attend roll call. Attendance will be monitored at all examinations.

If you have an illness or misadventure:

- and can not attend an exam
 - follow the procedure set out in the Assessment Booklet under “What to do if you are going to miss an Assessment Task due to illness or misadventure”
 - Contact the Deputy Principal immediately ph.6025 4711
- before the exam but you can still attend
 - tell Deputy Principal when you arrive
- during an exam and it may have affected your performance
 - tell the Supervising Teacher.

An Absence from Assessment Task form (see Deputy Principal) will need to be completed and alternative arrangements made to complete examinations missed.

Students are to be at school 20 minutes prior to the start of their examinations.

No paper is to be taken into the examination room. All paper required will be issued.

Students are to use black or blue pen to answer questions. Pencils are to be used for diagrams and multiple choice questions only.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room.

Students may leave equipment at the back of the examination room. No folders, notes or unauthorised electronic devices are to be taken to desks.

Students are to follow all written and verbal instructions from the supervisor.

Students are to bring all of their own equipment (eg calculators, rulers, pencils, pens).

Borrowing of equipment will not be permitted during examinations.

Students must remain in the examination room until the scheduled completion of the examination.

FULL SCHOOL UNIFORM MUST BE WORN.

When not required for examinations, students may elect to study at home. The library will also be available for this purpose.

SAMPLE ONLY

**MURRAY HIGH SCHOOL
SUBMISSION OF ASSESSMENT WORK**

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:

.....

This assessment task must be given to your teacher by 9.00 am on the due date.

If it is not submitted on time for a valid reason, you must:

1. Ring or contact the Deputy Principal Curriculum.
2. Get an illness or misadventure appeal form from the Deputy Principal Curriculum immediately on your return to school.
3. Complete all paper work and obtain medical certificate as required.

Late assessment tasks receive a zero score, subject to the appeal process.

This assessment task has been prepared by me in accordance with the school assessment guidelines and is my own work.

.....

Student signature Date

----- TEAR HERE -----

TO BE COMPLETED BY STUDENT:

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:.....

.....

TO BE COMPLETED BY TEACHER:

I have received assignment.

SIGNATURE: DATE:

SAMPLE ONLY

**MURRAY HIGH SCHOOL
KNOWN ABSENCE FROM AN ASSESSMENT TASK**

NAME: YEAR:

SUBJECT:

DATE OF ASSESSMENT TASK:

TIME OF ASSESSMENT TASK:

REASON FOR INABILITY TO ATTEND:

.....

.....

SIGNED:(Student)

TO BE COMPLETED BY DEPUTY PRINCIPAL

DATE RECEIVED: TIME RECEIVED:

REASON: Satisfactory / Unsatisfactory

SIGNED:(Deputy Principal)

TO BE COMPLETED BY HEAD TEACHER:

DATE RECEIVED: TIME RECEIVED:

OUTCOME:

SIGNED:(Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED:(Class Teacher)

SAMPLE ONLY
MURRAY HIGH SCHOOL
ILLNESS AND MISADVENTURE APPEAL FORM

Name: -----

Teacher: -----

Assessment Task Title:

.....
.....
.....

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

.....
.....
.....
.....

How did this affect your ability to complete the task to the best of your ability or submit the task?

.....
.....
.....

Medical Certificate attached YES / NO

Other evidence: YES / NO (specify) -----

Student Signature: ----- Date: -----

Supporting statement from another person:

.....
.....

Support Person----- Relationship to Person-----

Result of Application-----

Date Received----- Deputy Principal-----

Decision: -----

Copy to

- Student
- File
- Relevant HT

Board Developed Courses

The following assessment information is provided for each of the Year 12 Board Developed HSC courses listed below. Please look carefully at each course currently being studied for the HSC.

Courses

Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Drama	2 Unit
Engineering Studies	2 Unit
English Advanced	2 Unit
English Standard	2 Unit
English Studies	2 Unit
Geography	2 Unit
Industrial Technology- Timber Products and Furniture	2 Unit
Information Processes and Technology	2 Unit
Legal Studies	2 Unit
Mathematics	2 Unit
Mathematics Extension 1 & 2	1 Unit
Mathematics General 1 & 2	2 Unit
Modern History	2 Unit
Music	2 Unit
PD/Health/PE	2 Unit
Photography, Video and Digital Imaging	2 Unit
Physics	2 Unit
Sport, Lifestyle and Recreation Studies	2 Unit
Society and Culture	2 Unit
Software Design and Development	2 Unit
Textile and Design	2 Unit
Visual Design	2 Unit
Visual Art	2 Unit

BIOLOGY

	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
COMPONENTS	Protein Synthesis Model	Depth Study (5 hrs) Biotechnology	Depth Study (10 hrs) Infectious Disease	Trial HSC Exam	
	T4 Wk 6	T 1 Wk 6	T 2 Wk 6	T 3 Wk 4-5	
Skills in working Scientifically	10	10	15	5	40
Knowledge and Understanding	10	10	15	25	60
OUTCOMES	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
TOTAL WEIGHT	20	20	30	30	10

SKILLS in WORKING SCIENTIFICALLY

Questioning and predicting

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

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

KNOWLEDGE and UNDERSTANDING

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

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

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

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

BUSINESS STUDIES

COMPONENTS	Topic Test - Operations	Marketing plan analysis - Marketing	Financial statement analysis - Finance	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	10			10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H2 H4 H5 H9	H4 H6 H7 H8 H9	H5 H8 H9 H10	H1 H6 H2 H8 H3 H9 H4 H10 H5	

- H1 critically analyses the role of business in Australia.
- 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 business.
- H6 evaluates the effectiveness of management in the performance of businesses.
- H7 plans and conducts investigations into contemporary business issues.
- H8 organises and evaluates information for actual and hypothetical business situations.
- H9 communicates business information, issues and concepts in appropriate forms.
- H10 applies mathematical concepts appropriately in business situations.

CHEMISTRY

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
		Practical Task Titrations	Research Task Organic Chemistry	Trial HSC Exam	
	T 4 Wk 6	T 1 Wk 8	T 2 Wk 10	T 3 Wk 4/5	
Skills in working Scientifically	10	10	15	5	40
Knowledge and Understanding	10	10	15	25	60
Total Weight	20	20	30	30	100
OUTCOMES	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-7 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15	

Planning investigations

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

Conducting investigations

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

Processing data and information

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

Analysing data and information

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

Problem solving

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

Communicating

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

CHINESE BEGINNERS

COMPONENTS	Speaking	Listening and Writing	Speaking and Reading	Trial HSC Exams	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 7	T2 Wk 9	T3 Wk 4-5	
Speaking	15		5		20
Listening		20		10	30
Reading			20	10	30
Writing		15		5	20
TOTAL WEIGHT	15	35	25	25	100
OUTCOMES	1.1	2.1	1.1	2.1	
	1.2	2.2	1.2	2.2	
	1.3	2.3	1.3	2.3	
	1.4	2.4	1.4	2.4	
		2.5	2.1	2.5	
		2.6	2.2	2.6	
		3.1	2.3	3.1	
		3.2	2.4	3.2	
		3.3	2.5	3.3	
		3.4	2.6	3.4	

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

COMMUNITY AND FAMILY STUDIES

COMPONENTS	Task 1 Research Methodology Independent Research Project	Task 2 Mid-Course Exam	Task 3 Parenting and Caring Report and Presentation	Task 4 Trial HSC Exams	TOTAL WEIGHT
	T4 Wk 4 - 10	T1 Wk 10	T2 Wk 6	T3 Wk 4-5	
Knowledge and Understanding of the impact on wellbeing	10	10	10	10	40
Skills in applying Management Processes and Planning to Promote wellbeing		5	10	10	25
Knowledge and Understanding about Research Methodology and Skills in researching, critical thinking analysing and communicating	20		10	5	35
TOTAL WEIGHT	30	15	30	25	100
OUTCOMES	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.2, H4.2 H5.1	H2.2, H3.2, H4.2, H5.1, H5.2	ALL	

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

DRAMA

COMPONENTS	Contemporary Australian Theatre Practice Scene Performance and analysis (in-class essay)	Studies in Drama and Theatre Workshop Performance Logbook	Individual Project Planning and development Oral presentation and log book including preliminary drafts and research	Trial HSC Exam Written examination Presentation of Group Performance Log Book submitted	TOTAL WEIGHT
	T4 Wk 9	T1 Wk9	T2 Wk 2	T3 Wk5	
Making	10	10	10	10	40
Performing	10		10	10	30
Critically Studying	10	10		10	30
Total Marks	30	20	20	30	100
OUTCOMES	All	1.3 3.3 3.1 3.5 3.2	1.2 1.9 1.3 2.1 1.5 2.4 1.7	All	

- 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 performances work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written response
- 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.

ENGINEERING STUDIES

COMPONENTS	Engineering Report-Civil	Aeronautical Innovation Task	Engineering Report Social and Environment Impacts	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T2 Wk 4	T3 Wk 1	T3 Wk 4-5	
Knowledge and Understanding of Course Content	10	20	10	20	60
Knowledge and Skills in research, problem solving and communication related to engineering practice	10	10	10	10	40
TOTAL WEIGHT	20	30	20	30	100
OUTCOMES	H3.1 H6.1 H3.2 H6.2 H5.1	H2.1 H4.1 H5.2 H6.1	H1.1 H4.1 H2.2 H4.3 H3.2	H1.1 H4.2 H1.2 H2.1 H3.1 H3.3	

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1 determines suitable properties, uses an applications of materials 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 appreciates social, environmental and cultural implication of technological change in engineering and applies them to the analysis of specific problems
- H5.1 works individually and in teams to solve specific engineering problems and in the preparation of 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 skill in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED

COMPONENTS	Critical Response Essay	Comparative Essay	Imaginative Task	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 6	T2 Wk 9	T3 Wk 4-5	
Texts and Human Experiences	20			10	30
Comparative Study Textual Conversation		25		10	35
Craft of Writing			25		25
Critical Study				10	10
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	EA12-1 EA12-2 EA12-3 EA12-5 EA12-6 EA12-7	EA12-1 EA12-3 EA12-5 EA12-6 EA12-8	EA12-2 EA12-3 EA12-4 EA12-5 EA12-7 EA12-9	EA12-3 EA12-4 EA12-5 EA12-6 EA12-8	

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 way texts can represent personal and public worlds and recognises how they are valued

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

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

ENGLISH STANDARD

COMPONENTS	Analytical Response	Multi-modal Task	Imaginative Response	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Texts and Human Experiences	25			5	30
Close Study of Literature		25		5	30
Craft of Writing			20	5	25
Language, Identity and Culture				15	15
TOTAL WEIGHT	25	25	20	30	100
OUTCOMES	EN12-1 EN12-2 EN12-3 EN12-4 EN12-6 EN12-7	EN12-1 EN12-3 EN12-5 EN12-8	EN12-1 EN12-2 EN12-3 EN12-4 EN12-5 EN12-9	EN12-1 EN12-3 EN12-4 EN12-5 EN12-6 EN12-7	

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 in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to, evaluate and compose texts that include considered and detailed information, ideas and arguments

EA12-6 investigates and explains the relationships between texts

EA12-7 explains and evaluates the diverse way texts can represent personal and public worlds

EA12-8 explains and assesses cultural assumptions and in texts and their effects on meaning

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

ENGLISH STUDIES

COMPONENTS	Writing Activity	Presentation	Visual Representation	Collection of Classwork	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 9	T2 Wk 6	T3 Wk 1	
Texts and Human Experiences	25				25
Playing the Game		25			25
Investigation and Discovery			20		20
				30	30
TOTAL WEIGHT	25	25	20	30	100
OUTCOMES	ES12-1 ES12-2 ES12-4 ES12-6 ES12-7 ES12-8 ES12-9	ES12-1 ES12-2 ES12-3 ES12-4 ES12-7	ES12-1 ES12-2 ES12-5 ES12-6 ES12-7	ES12-1 ES12-2 ES12-3 ES12-4 ES12-5 ES12-6 ES12-7 ES12-9 ES12-10	

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, multi-modal and digital texts that have been composed for different purposes and contexts

ES12-3 assesses, 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

GEOGRAPHY

COMPONENTS	Research task on Ecosystems at Risk	In-class test (objective response and short answer questions)	People and Economic Activity – Written response	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk8	T1 Wk7	T2 Wk6	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	5	20	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	10		5		15
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	5	25
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	H2 H8 H9 H10	H5 H7 H10 H11	H1 H6 H7 H12	H1 H3 H4 H6	H10 H11 H12 H13

- 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

INFORMATION PROCESSES AND TECHNOLOGY

COMPONENTS	Information System Project	Case Study & Presentation	Multimedia Project	Trial HSC Examination	TOTAL WEIGHT
	T 4 Wk 7	T 1 Wk7	T 2 Wk 10	T 3 Wk 4-5	
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in the design and development of information systems	5	10	15	10	40
TOTAL WEIGHT	15	25	30	30	100
OUTCOMES	H1.1, H2.1, H4.1, H5.2, H7.1, H7.2	H1.1, H2.1, H3.1, H4.1, H7.1	H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	

- 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.

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

COMPONENTS	Designing and Planning Presentation	Industry Study	Project Development and Management Report	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the design management, communication and production of a major project	15	15	20	10	60
TOTAL WEIGHT	20	20	30	30	10
OUTCOMES	H3.1 H3.2 H3.3 H5.1	H1.1 H1.2 H6.2 H7.1 H7.2 H6.1	H2.1 H3.3 H4.1 H5.1 H5.2 H6.2	H1.1 H7.1 H1.2 H7.2 H1.3 H3.1 H4.3 H6.1	

- 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
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 is skilled in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem-solving skills.
- H3.3 applies design principles effectively through the production of projects.
- H4.1 demonstrates competence in 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 selects and applies appropriate documentation techniques to project management.
- H6.1 evaluates the characteristics of quality manufactured goods.
- H6.2 applies the principles of quality and quality control.
- H7.1 evaluates the impact of the focus area industry on the social and physical environment.
- H7.2 analyses the impact of existing new and emerging technologies

LEGAL STUDIES

COMPONENTS	Extended Response In Class	Short & Extended Response in class	Option Research Task	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 7	T1 Wk 8	T2 Wk 5	T3 Wk 4-5	
Knowledge & Understanding	5	10	10	35	60
Research	5	5	10		20
Communication	5	5	5	5	20
TOTAL WEIGHT	15	20	25	40	100
OUTCOMES	H1 H3	H6 H2 H5 H7	H9 H3 H4 H10 H5	H8 H1 H4 H6	H7 H9 H10

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 issue

H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 Assesses the nature of the interrelationship between the legal system and society

H7 Evaluates the effectiveness of the law in achieving justice

H8 Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 Communicates legal information using well-structured and logical arguments

H10 Analyses differing perspectives and interpretations of legal information and issues.

MATHEMATICS

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Concepts, Skills and Techniques	10	12.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

MATHEMATICS - EXTENSION 1

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Concepts, Skills and Techniques	10	12.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

Some of the Preliminary course outcomes will be tested in Mathematics and Mathematics Extension 1 tasks.

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems.
- P2 provides reasoning to support conclusions which are appropriate to the context.
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
- P5 understands the concept of a function and the relationship between a function and its graph.
- P6 relates the derivative of a function to the slope of its graph.
- P7 determines the derivative of a function through routine application of the rules of differentiation.
- P8 understands and uses the language and notation of calculus.
- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts.

- H2 constructs arguments to prove and justify results.
- H3 manipulates algebraic expressions involving logarithmic and exponential functions.
- H4 expresses practical problems in mathematical terms based on simple given models.
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
- H6 uses the derivative to determine the features of the graph of a function.
- H7 uses the features of a graph to deduce information about the derivative.
- H8 uses techniques of integration to calculate areas and volumes.
- H9 communicates using mathematical language, notation, diagrams and graphs.
- PE1 appreciates the role of mathematics in the solution of practical problems.
- PE2 uses multi-step deductive reasoning in a variety of contexts.
- PE3 solves problems involving permutations and combinations, inequalities, polynomials, geometry and parametric representations.
- PE4 uses the parametric representation together with differentiation to identify geometric properties parabolas.
- PE5 determines derivatives which require the application of more than one rule of differentiation.
- PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.
- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 uses inductive reasoning in the construction of proofs.
- HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability projectiles, simple harmonic motion, or exponential growth and decay.
- HE4 uses the relationship between functions, inverse functions and their derivatives.
- HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement.
- HE6 determines integrals by reduction to a standard form through a given substitution.
- HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form.

MATHEMATICS EXTENSION 2

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 10	T2 Wk 10	T3 Wk 4-5	
Concepts, Skills and Techniques	10	2.5	12.5	15	50
Reasoning and Communication	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings.
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of E4 conic sections.
- E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials.
- E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion.
- E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions.
- E7 Uses the techniques of slicing and cylindrical shells to determine volumes.
- E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems.
- E9 Communicates abstract ideas and relationships using appropriate notation and logical argument.

MATHEMATICS STANDARD 1

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem solving, Reasoning and Justification	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7 solves problems requiring statistical processes
- MS1-12-8 applies network techniques to solve network problems
- MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS STANDARD 2

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Understanding, Fluency and Communication	10	12.5	12.5	15	50
Problem solving, Reasoning and Justification	10	12.5	12.5	15	50
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- 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

MODERN HISTORY

COMPONENTS	Task 1 Core: Power and Authority	Task 2 National Study: Russia Researched Essay	Task 3 Conflict Vietnam War- Research Essay	Task 4 Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk8	T2 W8	T3 Wk 4-5	
Knowledge and understanding of course content	7	8	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations.	10			10	20
Historical inquiry and research		8	9		17
Communication of historical understanding in appropriate forms	8	10	5		23
TOTAL WEIGHT	25	26	19	30	100
OUTCOMES	H1.1 H1.2 H3.3 H3.4 H4.1	H1.1 H4.2 H3.1 H3.2 H3.4 H3.5	H1.2 H2.1 H3.1 H3.2 H4.2	H1.1 H4.1 H1.2 H4.2 H2.1 H3.3 H3.4	

H1.1 describes the role of key features, issues, individuals, groups and events of selected twentieth century studies.

H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies

H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century

H3.1 ask relevant historical questions

H3.2 locate, select and organise relevant information from different types of sources

H3.3 analyse and evaluate sources for their usefulness and reliability

H3.4 explain and evaluate differing perspectives and interpretations of the past

H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources

H4.1 use historical terms and concepts appropriately

H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

MUSIC

	Task 1	Task 2	Task 3	Task 4
Nature of Task	<p>Core Performance and Core Musicology (Viva Voce) Topic 1</p> <p>Solo or ensemble performance.</p> <p>In-class viva voce based on performance piece, demonstrating an understanding of compositional techniques and features of the topic</p>	<p>Core Composition Portfolio Topic 2</p> <p>Submission of composition or arrangement based on Topic 1 or 2.</p> <p>Aural analysis of composition with reference to the concepts of music (discussion or written response).</p>	<p>Presentation or Submission: Elective Option for Topics 1 and 2</p> <p>Presentation of Electives 1 and 2</p>	<p>Trial HSC Exam Topic 3</p> <p>Aural Skills Examination- Responses to Aural excerpts.</p> <p>Presentation of Elective 3</p>
	T 1 Wk 2	T 1 Wk 2	T 3 Wk 1	T 3 Wk 3/4
COMPONENTS				
Core Composition (10%)		10%		
Core Performance (10%)	10%			
Aural (25%)		10%		15%
Core Musicology (10%)	10%			
Electives (45%)			30%	15%
TOTAL WEIGHT	20%	20%	30%	30%
OUTCOMES	H1,H2,H4,H5,H6	H2,H4,H5,H6,H7,H8	H1-8*	H1-8*

*Teachers will select appropriate outcomes based on Elective options selected by each student.

PD HEALTH PE

COMPONENTS	Task 1 Research Essay Applications of Factors Affecting Performance and Improving Performance	Task 2 Application of Health Priorities In Australia	Task 3 Research Essay on Sports Medicine Principles	Trial HSC Exam	TOTAL WEIGHT
	T 1 Wk 5	T2 Wk 6	T3 Wk 1	T3 Wk 4-5	
Knowledge and understanding of factors that affect health •The way the body moves	10	10	5	15	40
Skills in: • Influencing personal and community health • taking action to improve participation and performance in physical activity.	10	5	5	10	30
Skills in critical thinking, research and analysis	10	5	5	10	30
TOTAL WEIGHT	30	20	15	35	100
OUTCOMES	H7 H8 H9 H10 H16 H17	H1 H2 H3 H4 H5 H14 H15 H16	H8 H13 H16 H17	H1 H9 H2 H10 H3 H11 H4 H12 H5 H13 H7 H14 H8	

- H1 describes the nature, and justifies the choice, of Australia's health priorities.
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3 analyses the determinants of health and health inequities.
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and

- governments in addressing Australia's health priorities.
- H7 explains the relationship between physiology and movement potential.
 - H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
 - H9 explains how movement skill is acquired and appraised.
 - H10 designs and implements training plans to improve performance.
 - H11 designs psychological strategies and nutritional plans in response to individual performance needs
 - H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity.
 - 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 physical activity concepts
 - H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

COMPONENTS	Task 1 DI5: Arranged Image (In class exam)	Task 2 DI6: Temporal Accounts (Portfolio)	Task 3 The VM3: Traditions, conventions & genres. (Portfolio)	Task 4 G1 (Project)	TOTAL WEIGHT
	T 4 Wk 9	T 1 Wk 6	T 2 Wk 6	T 3 Wk 9	
Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment		25	25	20	70
Students will develop knowledge, skills and understanding that lead to Increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging	10	5	5	10	30
TOTAL WEIGHT	10	30	30	30	100
OUTCOMES	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5		

M1– generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.

M2– explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3– investigates different points of view in the making of photographs and/or videos and/or digital images

M4– generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5– develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6– takes into account issues of Work Health and Safety in the making of photographs

CH1 - generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 - investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 - distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4- explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5- recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

*M: Outcomes for making

CH: Outcomes for critical and historical studies

PHYSICS

COMPONENTS	Task 1 In- Class Video Data Analysis	Task 2 5 hour Depth Study	Task 3 10 Hour Depth Study Literature Review and Investigation	Task 4 Trial HSC Exam	TOTAL WEIGHT
	Advanced Mechanics (projectile motion)	Electromagnetism (motors)	Nature of Light		
	T4 Wk 9	T1 Wk 10	T2 Wk 8	T3 Wk 4-5	
Knowledge and Understanding	5	5	10	20	40
Skills in working scientifically	15	15	20	10	60
TOTAL WEIGHT	20	20	30	30	100%
OUTCOMES	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	ALL	

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

PH11/12-1 - A student designs and evaluates investigations in order to obtain primary and secondary data and information

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

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

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

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

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

PH12-12 - A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-13 - A student explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 - A student describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 - A student 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

SPORT, LIFESTYLE AND RECREATION STUDIES

Components	Plan and Demonstrate strategies to achieve goals in an Outdoor Recreation setting	Explains the Principles of Skill Development Coaching and Training	Application of strategies and tactics for success in a range of movement contexts	Trial HSC Exam
	T 1 Wk 7	T 4 Wk 8	T 1, 2, 3	T 3 Wk 4-5
Sports Coaching and Training	20			
Games and Sports Applications 2	5		20	
Outdoor/Recreation		20		
Individual Games and Sports Applications	5		20	
TOTAL WEIGHT	30	20	40	10
OUTCOMES	1.1, 1.3, 2.1, 2.2, 3.1,	1.1, 1.3, 2.1, 2.3, 3.6,	1.1, 1.3, 2.1, 3.1,	All

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrate competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

SOCIETY AND CULTURE

COMPONENTS	Task 1 PIP Planning and Presentation	Task 2 Depth Studies Essays	Task 3 Core-Social and cultural Continuity and Change	Task 4 Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Knowledge and understanding of course content		10	10	15	35
Application and evaluation of social and cultural research methods	15	5		15	35
Communication of information, ideas and issues	5	5	10	10	30
TOTAL WEIGHT	20	20	20	40	100
OUTCOMES	H1,H3,H4,H5, H6,H7,H8	H2,H3,H5,H6, H10	H1,H3,H5,H9, H10	H1,H2,H3,H4, H5,H6,H7,H8, H9,H10	

- 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 groups
- 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

COMPONENTS	Designing and checking of Software Solutions	System Diagrams and Software Development Approaches	Mid – course Exam	Trial HSC Exam	Developing Solutions Major Project	TOTAL WEIGHT
	T1 Wk 5	T1 Wk 9	T2 Wk 4	T3 Wk 4-5	Part A T1 Wk 7 Part B T2 Wk 7 Part C T3 Wk 7	
Knowledge and understanding about hardware and software development approaches, software development processes, social and ethical issues.			5	10	5	20
Design and development of software solutions	10	5	5	10	5	35
Project management techniques, including documentation, teamwork and communication	5	10	5	5	5	30
Project (s)					15	15
TOTAL WEIGHT	15	15	15	25	30	100
OUTCOMES	H1.2 H5.2 H2.2 H5.3 H3.1 H6.1 H4.2 H6.2 H5.1	H1.1 H1.2 H3.1 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.2 H6.3 H6.4	H1.1 H1.2 H1.3 H2.1 H2.2 H3.1 H3.2 H4.1 H4.2 H5.2 H6.1	H1.1 H6.2 H1.2 H6.3 H3.1 H6.4 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3	H1.1 H4.2 H1.2 H4.3 H1.3 H5.1 H2.1 H5.2 H2.2 H5.3 H3.1 H6.1 H3.2 H6.2 H4.1 H6.3 H6.4	

- 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 describes the historical development of different language types
- H2.2 explains the relationship between emerging technologies and software development
- 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 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 relationship between the roles of people involved in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses a collaborative approach during the software development cycle
- H6.4 develops effective user interfaces in consultation with appropriate people

TEXTILE and DESIGN

COMPONENTS	Task 1 Presentation Design and Planning	Task 2 Investigation of a Contemporary Designer	Task 3 Report Project Development and Management	Task 4 Trial HSC (Written examination)	TOTAL WEIGHT
	T 4 Wk 8	T 1 Wk 5	T 2 Wk 8	T 3 Wk 4-5	
Knowledge and understanding of textiles and the textiles industry		15	5	30	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	20		30		50
TOTAL WEIGHT	20	15	35	30	100
OUTCOMES	H2.1, H2.3, H4.2	H3.1, H3.2, H4.1, H5.1	H6.1, H5.1	H1.3, H3.1, H3.2, H4.1, H5.2, H6.1	

Students must also ensure that at least 85% of their HSC Project work is conducted in class in consultation with their Textiles and Design teacher. Failure to undertake the HSC project at school will jeopardise the acceptance of the projects submitted – the projects must be deemed to be the student’s work

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

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

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

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

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

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

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

H3.2 develops knowledge and awareness of emerging textile technologies

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

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

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

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

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

VISUAL DESIGN

Components	Graphic Design	Wearable Design	In class examination	Individual Design Project	TOTAL WEIGHT
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	
knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	10	20		20	50
knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design		15	15	20	50
Total %	10	35	15	40	100
Outcomes	DM1, DM2, DM3, DM4, DM5, DM6,	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	

DM1 generates a characteristic style that is increasingly self-reflective in their design practice

DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3 investigates different points of view in the making of designed works

DM4 generates images and ideas as representations/simulations

DM5 develops different techniques suited to artistic and design intentions in the making of a range of works

DM6 takes into account issues of Work Health and Safety in the making of a range of works

CH1 generates in their critical and historical practice ways to interpret and explain design

CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3 distinguishes between different points of view, using the frames in their critical and historical investigations

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

Note: DM – Designing and Making

CH – Critical and Historical Studies

VISUAL ARTS

COMPONENTS	Processes of Body of Work	Mid-Course exam	Processes of Body of Work	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 10	T3 Wk 1	T3 Wk 4-5	
Development of the Body of Work	20		30		50
Art Criticism and Art History		20		30	50
TOTAL WEIGHT	20	20	30	30	100
OUTCOMES	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	

H1 initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions.

H2 applies their understanding of the relationships among the concepts of artist, artwork, world and audience through the making of a body of work.

H3 demonstrates an understanding of the frames when working independently in the making of art.

H4 selects and develops subject matter and forms in particular ways as representations in art making.

H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.

H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

H7 applies their understanding of practice in art criticism and art history.

H8 applies their understanding of the relationships among the artist, artwork, world and audience.

H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.

H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

Assessment Schedule for HSC VET Courses

Formal Assessment

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory OR 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Board of Studies on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

Work placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240-hour course. Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the assessment summary

The Optional HSC Examination is:

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.



SIT20416 Certificate II in Kitchen Operations (Kitchen operations plus coffee)

Course: Hospitality (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a pathway for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

- BSBWOR203 Work effectively with others
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC01 Use cookery skills effectively
- SITHKOP001 Clean kitchen premises and equipment
- SITXFSA001 Use hygienic practices for food safety
- SITXINV002 Maintain the quality of perishable items
- SITXWHS001 Participate in safe work practices

Elective Units of Competency (Compulsory in TAS)

- SITHIND002 Source & use information on the hospitality industry
- SITXFSA002 Participate in safe food handling practices
- SITHCCC002 Prepare and present simple dishes
- SITHCCC006 Prepare appetisers and salads
- SITHFAB005 Prepare and serve espresso coffee
- BSBSUS201 Participate in environmentally sustainable work practices

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted

Support services may be available to meet individual student needs

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a SIT20416 Certificate II in Kitchen Operations

Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations. Portfolios of evidence are required for some units of competency in this course.

There are Foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$150 per year.

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: timetabled periods

Exclusions: Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Course Information SIT20416 Certificate 11 in Kitchen Operations



CPC20211 Certificate II in Construction Pathways

Course: Construction (240 indicative hours)

4 Preliminary and/or HSC units in total

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler.

Core Units of Competency

- CPCCCM1012A Work effectively & sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry

Elective Units of Competency

Compulsory in TAS

- CPCCCA2002B Use carpentry tools and equipment
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials
- CPCCCM2006B Apply basic levelling procedures

This course contains three additional units above the qualification to meet NESA HSC requirements

- CPCCWHS1001 Prepare to work safely in the construction industry. (White Card)
- CPCCCM2005B Use construction tools and equipment
- CPCCO2021A Handle concreting materials

Options: To gain the qualification and be eligible for the HSC, the two units in Option 1 need to be completed:

Option1

- CPCCJN2001A Assemble components
- CPCCJN2002B Prepare for off-site manufacturing process

Students may apply for Recognition of Prior Learning or be granted Credit Transfer provided suitable evidence is submitted

Support services may be available to meet individual student needs

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a CPC20211 Certificate II in Construction Pathways. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways. NB This qualification may change as a result of training package reviews

There are foundation skills which describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

Competency-Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs \$100.00 + White Card Cost (approx.\$100.00) Discuss payment options with your trainer.

Refund Arrangements: on a pro – rata basis

Delivery Arrangements: Integrated into the timetable.

Exclusions : Nil

A school-based traineeship is available in this course, for more information: <https://sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Assessment Task Schedule – Year 12 2018-2019

Term Four (2018)	Assessment Task
Week 4 Beginning 5 Nov	Community & Family Studies: Independent Research Project (Beginning Week 4-10)
Week 5 Beginning 12 Nov	
Week 6 Beginning 19 Nov	Biology: Protein Synthesis Model
Week 7 Beginning 26 Nov	Legal Studies: In-Class Task Information Processes and Technology: Information System Project
Week 8 Beginning 3 Dec	English Standard: Analytical Response English Advanced: Critical Response Essay Geography: Research Task Eco System Industrial Technology: Designing and Planning Presentation Mathematics General 1&2: Task 1 Mathematics: Task 1 Sport, Lifestyle and Recreation Studies: Task 2 Textiles and Design: Presentation – Design and Planning
Week 9 Beginning 10 Dec	English Studies: Writing Activity Visual Arts: Process Body of Work Business Studies: Topic Test – Operations Chinese Beginners: Speaking Mathematics Extension 1: Task 1 Physics: Task 1 Photography, Video and Digital Imaging: Arranged Image(in class exam) Society and Culture: PIP Planning and Presentation Drama: Contemporary Australian Theatre Practice
Week 10 Beginning 17 Dec	Engineering Studies: Engineering Civil Report Mathematics Extension 2: Task 1 Chemistry: Secondary Sources Investigation Community & Family Studies: Independent Research Project (Completed Week 10) Modern History: Power and Authority

Term One (2019)	Assessment Task
Week 1 Beginning 29 Jan	Sport, Lifestyle and Recreation Studies: All Term Task 3
Week 2 Beginning 4 Feb	Music: Core Performance and Core Musicology
Week 3 Beginning 11 Feb	
Week 4 Beginning 18 Feb	
Week 5 Beginning 25 Feb	PDHPE: Research Essay-Applications of Factors Affecting Performance and Improving Performance Software Design and Development: Design and check software solutions Textiles and Design: Investigation of a Contemporary Design
Week 6 Beginning 4 Mar	English Advanced: Comparative Essay Biology: Depth Study(5 Hrs) Photography, Video and Digital Imaging: Temporal Accounts (Portfolio)
Week 7 Beginning 11 Mar	Chinese Beginners: Listening Writing Geography: In Class Test Information Processes and Technology: Case Study and Presentation Software Design and Development: Major Project-Part A Sport, Lifestyle and Recreation Studies: Task 1
Week 8 Beginning 18 Mar	Business Studies: Marketing plan analysis – Marketing Chemistry: Practical Task Titrations English Standard: Multi-Modal Task Industrial Technology: Industry Study Legal Studies: Short and Extended response Modern History: National Study Mathematics Standard 1&2: Task 2 Mathematics: Task 2 Visual Arts: Processes of body of work
Week 9 Beginning 25 Mar	Drama: Studies in Drama and Theatre English Studies: Presentation Software Design: Systems Diagrams and Design Development Society & Culture: Depth Studies Essay Mathematics Extension1: Task 2
Week 10 Beginning 1 Apr	Mathematics Extension 2: Task 2 Physics: Task 2 Mid-Course Exams
Week 11 Beginning 8 Apr	

Term Two (2019)	Assessment Task
Week 1 Beginning 30 Apr	Sport, Lifestyle and Recreation Studies: All Term Task 3
Week 2 Beginning 6 May	Drama: Individual Project Music: Core Composition Portfolio VET Courses: Work placement Society & Culture: Research
Week 3 Beginning 13 May	VET Courses: Work placement
Week 4 Beginning 20 May	Engineering Studies: Aeronautical Innovation Task Software Design and Development: Mid –Course Exam
Week 5 Beginning 27 May	Legal Studies: Option Task
Week 6 Beginning 3 Jun	Biology: Depth Study (10Hrs) Community & Family Studies: Parenting and Caring Report and Presentation English Studies : Visual Representation Geography: People and Economic Activity PD/Health/PE: Applications of Health Priorities in Australia Photography, Video and Digital Imaging: The VM3 Traditions, Conversations and Genres (Portfolio).
Week 7 Beginning 10 Jun	Business Studies: Financial statement analysis – Finance Software Design and Development: Major Project-Part B
Week 8 Beginning 17 Jun	English Standard: Imaginative Response Mathematics General 1 & 2: Task 3 Industrial Technology: Development Project and Management Report Modern History: Conflict Vietnam War-Research Essay Mathematics: Task 3 Mathematics: General 1&2-Task 3 Physics: Task 3 Textile and Design: report – Project Development and Management
Week 9 Beginning 24 Jun	Chinese Beginners: Speaking Reading English Advanced: Imaginative Task Mathematics Extension 1: Task 3 Society and Culture: Continuity and Change
Week 10 Beginning 1 Jul	Chemistry: Research Task Information Processes and Technology: Multimedia Project Mathematics Extension 2: Task 3

Term Three (2019)	Assessment Task
Week 1 Beginning 22 July	English Studies: Collection of Classwork Engineering Studies: Engineering Report Music: Presentation or Submission PDHPE: Research Essay on Sports Medicine Principles Sport, Lifestyle and Recreation Studies: All Term Task 3 Visual Arts: Processes of body of work
Week 2 Beginning 29 July	Assessment Free Period
Week 3 Beginning 5 Aug	Assessment Free Period
Week 4 Beginning 12 Aug	Trial HSC exams
Week 5 Beginning 19 Aug	Trial HSC exams
Week 6 Beginning 26 Aug	
Week 7 Beginning 2 Sept	Software Design and Development: Major Project-Part C

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for, state reasons for, report on. Give an account, narrate a series of events or transactions.
Analyse	Identify components and the relationship between, draw out and relate Implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make, build, or put together items or arguments.
Contrast	Show how things are different or opposite.
Critically	Add a degree or level of accuracy, depth, knowledge and understanding, logic, (analyse/questioning, reflection and quality to (analysis/evaluation) evaluate.
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from, to note difference between

Evaluate	Make a judgement based on criteria, determine the value of
Examine	Inquire into
Explain	Relate cause and effect, make the relationships between things evident, provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms, indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

