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A MESSAGE FROM THE PRINCIPAL

Dear Parents and Carers,

I take this opportunity to wish your sons and daughters every success as they commence Year 12 and I extend to you the assurance of our support as your child begins this significant year of study.

Included in this handbook are the outlines of courses, assessment outcomes and weightings, and information taken from the Board of Studies which is applicable to all schools in New South Wales. I would ask that you take the time to familiarise yourself with the contents of this book and should you have any questions, please contact the relevant member of our teaching staff to assist you.

HSC success is grounded on a number of key principles and some of these are:

i) A positive attitude that is based on a willingness on a student’s part to achieve their best.

ii) Hard work – we do not shy away from the fact that the Higher School Certificate is challenging and requires students to adopt a work ethic that is focused and consistent.

iii) A strong working relationship with teachers - a fundamental key to success in Year 12 is on students continuing to develop a positive working relationship with their teachers through regular and focused participation in courses and a willingness to engage with teachers outside of set class time.

iv) Routines and Balance - all students will need to adjust both their school, part-time work, sport, family and life commitments to achieve perspective and balance in Year 12. This is a reality that should not be underestimated and in these early weeks, teaching staff are happy to assist you in adjusting with your daughter or son their routines.

We adopt a wholistic approach to education in this Catholic school. As such, it is essential to remind our students of the need for balance in their lives during this year. The skills achieved and the growth that occurs in the HSC year are not simply limited to subject-based success. We hope and pray that our students continue to mature and take advantage of the many opportunities to engage with this Catholic community in their final year.

With assurance of my continued support,

Iris Nastasi
COLLEGE PRINCIPAL
October, 2013
A MESSAGE FROM THE CURRICULUM COORDINATOR

The start of Year 12 marks the continuation of your Higher School Certificate (HSC) studies. To gain a Higher School Certificate, you will need to successfully complete a minimum of 12 units of Preliminary subjects (which you have already done) and at least 10 units of HSC subjects. This will involve a diligent approach to your studies and the conscientious completion of all assessment tasks. All assessment tasks must be completed by the due date with the procedures outlined in this booklet being followed.

This booklet has been designed to assist you in meeting the HSC requirements and in planning for your assessment tasks. The booklet is set out in two main sections:

- The first section contains details of your responsibilities in meeting the assessment requirements outlined by the Board of Studies. To successfully complete each HSC course, it is a requirement that the correct assessment procedures are followed. Included in this section are a number of pages on a variety of assessment- and study-related themes that will assist you in your senior studies.
- The second section contains assessment schedules for each course. The schedule provides details of the type of task, the month of the task, the outcomes to be assessed and the syllabus weightings and components. This, along with relevant sections of the syllabus, should be referred to in planning your preparation for each task. A summary calendar of all tasks will be issued early in Term One.

The key to your academic success over the next year is a positive attitude and a committed approach. The required amount of work/study per night is approximately 3 hours, with about 5-6 hours on the weekends. Constant reference should be made to this booklet and to any other documentation distributed by your subject teacher. If there are any enquiries pertaining to matters of assessment, then please direct them in the first instance to your subject teacher and then, if required, to the relevant KLA Coordinator or me.

I would like to take this opportunity to wish all students the very best for the HSC year. I hope that your anticipated hard work enables you to achieve to your potential.

Michael Dooner
Curriculum Coordinator
**CONTACT STAFF - 2013**

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Ms Iris Nastasi</td>
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<tr>
<td>Assistant Principal</td>
<td>Mr Craig Mooney</td>
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<tr>
<td>Curriculum Coordinator</td>
<td>Mr Michael Dooner</td>
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<td>Religious Education Coordinator</td>
<td>Mrs Melinda Melham</td>
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<td>Year 11 Coordinator</td>
<td>Miss Michelle Selemes</td>
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<td>General Coordinator</td>
<td>Mr Brad Humbles</td>
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<td>Careers Adviser</td>
<td>Mrs Anne Weeks</td>
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<tr>
<td>School Counsellor</td>
<td>Mrs Rhoda Costa</td>
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<td>Librarian</td>
<td>Miss Alison Rooke</td>
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<tr>
<td>English Coordinator</td>
<td>Mrs Josephine McKell</td>
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<td>Mathematics Coordinator</td>
<td>Mr Spyro Kryitsis</td>
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<td>Science Coordinator</td>
<td>Mrs Margaret St Hill</td>
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<td>HSIE Coordinator</td>
<td>Mr Matt Holland</td>
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<td>TAS Coordinator</td>
<td>Mrs Lorena Ghignone</td>
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<td>CAPA Coordinator</td>
<td>Mr John Alvear</td>
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<td>PD/Health/PE Coordinator</td>
<td>Ms Alex Lupton</td>
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<td>eLe@rning Coordinator</td>
<td>Mrs Lauren Batty</td>
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<tr>
<td>Special Needs</td>
<td>Mrs Peta Holmes</td>
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<td>Sports Coordinator</td>
<td>Mr Michael Bell</td>
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first.last@syd.catholic.edu.au
HOW YOU WILL BE ASSESSED IN YOUR SENIOR COURSES AND STUDENT RESPONSIBILITIES

Please read the following information carefully. You can seek further advice from the Assistant Principal, Curriculum Coordinator, your Year Coordinator, any KLA Coordinator and your class teachers on the matters outlined in this booklet.

Policy for Satisfactory completion of HSC Courses in 2014
As outlined by the Board of Studies, you will be considered to have unsatisfactorily completed a course if you have failed to apply yourself with diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes. The unsatisfactory completion of a course will ordinarily result in an ‘N’ determination (Non-completion of course requirements). An ‘N’ determination will mean that course will not appear on the Record of Achievement. This may mean that the required pattern of study for the Higher School Certificate (HSC) has not been met and hence you will be ineligible for the award of the HSC.

If you are at risk of being given an ‘N’ determination in any course, then you will be issued with a warning letter. You will then be required to meet the requirements as set out in this letter. Two (2) warning letters will be considered sufficient documentation for an ‘N’ determination. Indicators of possible failure to achieve a sufficient number of course outcomes may include:
• an excessive number of unexplained absences from or lateness to school;
• an excessive rate of unexplained absences or latenesses to class in one or more courses;
• failure to submit satisfactorily completed assessment items;
• failure to submit other set work.

Students are reminded that in order to complete their HSC satisfactorily, they must achieve a satisfactory result in at least 10 units of study.

Purpose of School Assessment
The school assessment is a mark given to students for work based upon a wider range of syllabus outcomes than may be measured by an external examination. This may include tasks such as:
• oral classroom presentations;
• research projects involving long-term planning and investigation skills;
• practical work involving a range of skills.

By undertaking a range of assessment tasks, the HSC Course provides a measure of each student’s overall level of performance in achieving the course outcomes.

This booklet contains assessment schedules for each course. These assessment schedules contain details on the week, month and term when each assessment task will occur/be due, the outcomes to be assessed in each task and the assessment components and weightings. In Term One of 2014, you will also be issued with two (2) summary calendars of the exact dates of HSC Course tasks – one for your parents and one for yourself. This Assessment Calendar will also be published on the College website. Prior to each task, you will be issued with a written notification of the date and format of the task. This notification will normally be given two weeks prior to the task, but planning for all tasks should be ongoing and could even commence before this notification.

A list of outcomes for each course has been provided in this booklet. Also provided are details about where these outcomes will be assessed in the tasks and the approximate date of those tasks. These outcomes should be carefully considered when preparing for tasks.
The assessment mark derived at the end of the HSC Course will be a summation of the extent to which course outcomes were achieved. This mark, known as the internal assessment mark, will be used in comparing achievement levels of all students. It is imperative, therefore, that you are thoroughly prepared for each task and that you attempt to perform to your potential.

1. CREDENTIAL
The New South Wales Board of Studies issues the HSC Record of Achievement at the end of each year to any student who undertakes HSC courses. It will contain a statement indicating whether or not the student has met all HSC Course requirements. It is a cumulative record of all Preliminary and HSC courses satisfactorily completed. For Board Developed HSC courses, except Life Skills courses and VET courses, the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

Note: The student’s examination mark and assessment mark are averaged to create the HSC mark (rounded if necessary). It is the HSC mark that is shown on the performance scale and that determines the performance band to which the student’s result is allocated.

The Higher School Certificate testamur is also awarded to students who have fulfilled all eligibility requirements.

The Board expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the Board requires all students to follow an assessment program and have an assessment mark submitted.

The 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. A student who does not comply with the assessment requirements and receives an ‘N’ determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for the corequisite 2 unit course will not receive a result in either course.

Board Developed Courses
For each Board Developed Course (except VET Industry Curriculum Framework courses), schools and colleges are required to submit an internal assessment mark to the Board for every student, including those who are studying the course with an outside tutor.

Assessment marks for Board Developed Courses are moderated and the moderated marks are reported on the Record of Achievement and used to calculate an examination mark in the event of a successful illness/misadventure appeal. Moderation of assessment marks allows comparison across the entire candidature for any course.

2. COURSE COMPLETION CRITERIA
A student will be considered to have satisfactorily completed an HSC course if, in the Principal’s view, there is sufficient evidence that the student has:
(a) followed the course that has been approved by the Board;
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieved a significant number of the course outcomes.

Adequate attendance is also important. The Principal may determine that as a result of inadequate attendance, the course completion criteria have not been met. If at any time it appears that a
student is at risk of being given an ‘N’ determination in any course, the Principal will warn the student as soon as possible and advise the parents in writing.

Students studying an HSC course must make a genuine attempt to complete course requirements. It is a matter for the class teacher’s professional judgement to determine whether a genuine attempt has been made to complete these requirements.

HSC courses that are not satisfactorily completed will not be printed on the Record of Achievement.

3. CHANGES OF SUBJECTS/COURSES/UNITS
Students studying an HSC course may not change subjects or courses unless the Principal is satisfied that they:
- have satisfactorily completed the Preliminary course (or equivalent) of the subject/course they wish to enter; and
- will be able to complete all HSC course requirements, including assessment requirements.

No changes in HSC entries may occur after 30 June in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments.

4. NATURE OF HSC COURSE ASSESSMENT
The Board’s Stage 6 syllabi indicate the mandatory components for HSC Course assessment and the weightings to be attached to those components. That information is contained in this booklet in the assessment schedules. Each subject teacher, in conjunction with his or her KLA Coordinator, has determined the assessment schedules. These contain details on the:
- type of tasks;
- components of the course;
- weightings to be allocated to each task;
- outcomes within each task to be assessed;
- week, month and term of each task.

Generally there will be a heavier weighting for tasks towards the end of the year; in particular, the Trial HSC Examination will form a significant part of the final assessment mark. HSC Course assessment will provide:
- evidence of achievement of course outcomes;
- a measure of each student’s overall performance in the form of a mark, which will be submitted to the Board of Studies after all internal assessment has been completed.

5. SUBMITTED WORKS AND PRACTICAL EXAMINATIONS
In the following courses at the College, students are required to complete a practical component as part of the Higher School Certificate examination: Drama, Industrial Technology, Music and Visual Arts. No projects developed for any of these courses may be submitted for assessment or examination in any other HSC course.

Dates for completion, hand-in to school and submission to the Board of Studies are specified in the **Higher School Certificate Practical Examinations Important Dates Schedule** provided to schools. Where works are itinerantly marked, the date of marking by visiting markers will be advised.

For submitted works and practical performances in all courses, forms will be provided on which the students must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the work or performance was developed under the teacher’s supervision, was the student’s own work and was completed by the due date.
6. FREQUENCY AND SCHEDULING OF TASKS

**Period of Assessment**
- Formal assessment will begin in Term 4 of Year 11, i.e. the first HSC term, and will generally conclude with the Trial HSC Examinations in the middle of Term 3, Year 12.

**Non Assessment Periods**
- In general, no tasks will be scheduled in the week prior to any major examination block (with the possible exception of progress checks on major works in subjects like Industrial Technology and Visual Arts).

**Maximum/Minimum Number of Tasks**
- Formal assessment is limited so that no student will do more than 6 assessment tasks in a course in consultation with the Curriculum Coordinator. Most courses will have a maximum of 4.

An Assessment Calendar will be published in the first few weeks of Term 1, Year 12 and distributed to all students and parents. This will also be made available online.

7. SUBMISSION OF TASKS

- All tasks are to be completed and submitted by the specified date.
- Students who do not submit a task on time, in the appropriate way will receive a ZERO mark.
- Tasks are NOT to be left in a teacher’s pigeon hole or with any person other than the subject teacher. Tasks are to be submitted to the class teacher in a scheduled lesson who will complete and sign the class roll/register or in the method stated in the task.
- In most cases, all classes will have collection of tasks undertaken on the same day via the class teacher. In the case where a class is not scheduled on the day that a task is due, the teacher needs to make arrangements to collect the task – usually outside the staffroom at recess/lunch or in the library before school. This will avoid the issue of collection on different days and any unfair advantages to students.
- In the case where the teacher of the task to be submitted is away, another teacher from that KLA will collect the task. In the case where an oral or performance task is to be completed, another teacher may mark the task or the task will be postponed to another day. *(Note: Another 2 weeks notice is NOT necessary in this case).*

8. APPEAL PROCEDURES FOR FAILURE TO UNDERTAKE OR SUBMIT A TASK BY THE SET DATE AND TIME

- There may be unforeseen events which occur immediately before, or on the day that, an assessment task is due and which prevent a student from performing or submitting a task at the scheduled time. Such events may include a significant illness, an accident or misadventure. In these cases, an appeal must be supported by a detailed doctor’s certificate or independent evidence.
- In the event of a student being absent from school on a day that a task is to be submitted, he or she must make a phone call to the College before 8.30am and leave a message for the relevant KLA Coordinator informing them of their absence.
- Students must also provide appropriate documentation which verifies their absence, i.e. a doctor’s certificate (1a) or independent supporting documentation that can support and verify the non-submission/completion of the task (1b) and a completed Illness/Absence/Leave or Misadventure Form (2). This documentation, along with the task itself, is to be submitted to the relevant KLA Coordinator on the first day of their return to school.
• Arrangements will then be made regarding the acceptance or rescheduling of the task. A link to the Illness/Absence/Leave or Misadventure Form can be found at the end of this booklet or HERE. This form should be signed by both the student and parents.
• In the event of a student being absent from school for an examination during an Assessment Block, a phone message is to be left for both the Curriculum and Year Coordinator. The student is to report to the relevant KLA Coordinator on the first day back at school, where arrangements will then be made for the completion of an examination paper. In such circumstances, all of the relevant paperwork must still be completed. **Students should attend on the next possible day NOT the next time they have an exam.**
• Where a student’s appeal (for illness, absence, leave or misadventure) is accepted on an in-class task, the student may have to sit for a substitute task. The student’s final ranking for the substitute task will be determined in conjunction with other comparable tasks.
• In circumstances where a substitute task is unreasonable, not feasible or where the conditions of the missed task are difficult to duplicate, the Curriculum Coordinator may authorise the use of an estimate based on other appropriate evidence.
• **The use of technology, e.g. USB memory sticks, computers and printers, is the student’s responsibility.** No allowances will be made for problems related to technical malfunctions. It is the student’s responsibility for work that has been completed on a computer to be saved in at least two different ways. In addition, all draft work completed on a computer should be printed out and kept by the student.
• Where assessment submissions have an Information and Communication Technology (ICT) component, e.g. a task has to be handed up on a USB device, it is each student’s responsibility to ensure that they have been saved in the correct format.
• A committee to judge Illness/Absence/Leave or Misadventure applications will be formed. This committee will usually include the Assistant Principal and the Curriculum Coordinator. A student has the option of speaking to the committee to express their case and discuss the finer details of the situation. They have the right to ask a staff member to attend the deliberations to act as an advocate for the student.

9. RETURNING A TASK
• No assessment tasks will be returned to students until the results of any appeals (for illness, absence, leave or misadventure) are known.
• In returning tasks, the privacy and confidentiality of each student will be respected.
• All tasks will be marked and returned within a two-week period of the submission date of the task.

10. REPORTING RESULTS
Raw Marks or Grades
Each task will be given a mark. This will be recorded on the marking criteria page. Grades may also be provided in addition to the mark where appropriate.

Individual Task Ranking
Each student will receive an individual ranking on each task, showing his/her position in relation to the total number of students in the group. This will be individually forwarded onto students after the return of the task and upon confirmation of all students’ marks.

Cumulative Rank
A cumulative rank will be provided for each student in all subjects at each reporting period and after every task. This will be individually forwarded onto students after the return of the task and upon confirmation of all students’ marks.
11. ISSUES RELATED TO TASK COMPLETION

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks.

**Extensions**
- An extension may only be granted by the Curriculum Coordinator, this will only occur under exceptional circumstances.

**Extended Leave**
- No exemption to assessment tasks will be granted because a student is taking a family holiday. Students and their families are encouraged to avoid any lengthy absence from school as this may result in failure to satisfactorily complete a course. Any extended absence from school MUST be requested from the Principal (in writing) well before the time if the student wishes the College to consider extra support.
- In the event of a student being absent due to exceptional circumstances (e.g. illness, overseas travel) the Curriculum Coordinator, in consultation with the relevant KLA Coordinator, will authorise a substitute task or estimate based on other evidence.
- Where a period of leave for extreme circumstances is requested, the student and family must understand that to gain support from the College the request must be made under the following conditions:
  - the Principal is notified of the period of leave at least 6 weeks before the commencement date if possible;
  - the student must provide details of assessments affected and what action will ensure that their educational progress is not adversely impacted upon;
  - the student must discuss with the relevant KLA Coordinators (not the class teachers) how their senior study commitments will be met.

**NB. Failure to follow these procedures may result in an assessment task receiving ZERO.**

**Work Placement**
- Vocational subjects have compulsory work placements. These should be completed in the time period specified.
- Assessments due during work placement:
  - In class tasks will be completed on the first school day after work placement.
  - Hand in tasks must be handed in on the due date or BEFORE the work placement commences.

**Malpractice**
- Any of the following actions will be deemed as a form of malpractice. Students involved in any of these actions will be given a zero mark for that assessment task. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

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

**If the malpractice is proven, a zero mark will be given on that task.** In some circumstances, the College may decide to administer a substitute task or award zero for only part of the task.

**Oral Presentations**
- If a student’s work shows an unreliable result, the student will be expected to validate his/her work with an oral task.
- Written components of oral task presentations will be collected on the assessment due date for all students and reissued to each student when he/she performs their oral presentation. No new material will be allowed to be introduced into a student’s work after the assessment date. Students will be randomly selected to complete their presentation at the beginning of the process. The day a student is asked to do their task is their assessment date. Failure to do the task on this date will result in a zero mark, in line with the non-submission policy.

**Parallel Classes:**
**Revision/preparation**
- Where revision is undertaken before a task involving a number of groups, common procedures will be established, e.g. where a revision sheet is to be issued, students in all groups will receive a copy.

**Administering a Task**
- Where a common task is being set across groups, a time will be organised when all students can sit for the task simultaneously or in consecutive periods (not either side of a break). During sport may be an option.

**12. ASSESSMENT REVIEWS**
- If a student wishes to appeal a mark or grade on a particular task, he/she must approach the KLA Coordinator to provide reasons for the appeal in the form of a written explanation within two school days of the return of the marked task. This written explanation must also be signed by the student’s parents/guardians. The matter will then be considered by the KLA Coordinator. No consideration for an appeal will be given to those students who fail to follow the above procedure within the time period specified.

**13. CHANGING ANNOUNCED POLICY**
- Assessment tasks, indicated on both the assessment schedules and the Assessment Calendar, may need to be rescheduled for a variety of reasons. Where this is necessary, the KLA Coordinator will inform all students concerned of the new date in writing. This rescheduling will be subject to the approval of the Curriculum Coordinator.
- In rescheduled tasks, it is still necessary that students be given two weeks’ notice of the approaching task.
14. COMMUNICATION WITH PARENTS

- On two occasions during Year 12, students will be issued with a formal report, which will show:
  - an Assessment Block/examination mark;
  - a cumulative rank;
  - grades achieved in each of the summary course outcomes;
  - a comment from the class teacher.

15. RISK NOTIFICATION

- If it appears that a student is at risk of not satisfactorily completing an HSC course, a warning letter will be issued. Details of this warning letter have already been outlined.
- The student will be advised, in writing from the College, of the need to correct the problem and alert him/her to the possible consequences of an ‘N’ determination.

16. ‘N’ DETERMINATION

- The Board expects that each student will complete all assessment tasks. Failure to complete a task will seriously place at risk the student’s chance of achieving a satisfactory completion of the HSC Course.
- In cases of non-satisfactory completion, an ‘N’ determination will be submitted to the Board.
- If the HSC Course has not been completed satisfactorily, the student may not be eligible for the award of the Higher School Certificate.

Review of ‘N’ Determination

- Students who receive an ‘N’ determination have a right of appeal. This will require the student to apply in writing to the Principal by the determined date listed in the timetable.
- The diagram on the following page explains the process to be followed if an appeal is followed after an ‘N’ determination.
- In the event that a request for review is approved, an Appeals Committee will meet.
- This Committee will consist of:
  - Curriculum Coordinator;
  - Year Coordinator;
  - KLA Coordinator;
  - Principal or Assistant Principal.

Appeals to the Board of Studies

- Provision does occur for subsequent appeals to the Board if the student is not satisfied with the school’s review process.
- The Board will NOT review marks awarded for individual tasks. It will only consider:
  (a) that the school had adequate procedures in place to review checks on weightings and computation of marks, and
  (b) the conduct of the review was proper in all respects.

17. STUDENTS WHO TRANSFER INTO THE COLLEGE/COURSE PART WAY THROUGH

- Students who transfer into the College/Course will complete all tasks for which they are adequately prepared. At the end of the course they will be assigned a grade/mark that is consistent with the Assessment Tasks they have completed.
- Students who have joined the College at a time that it too late to make an appropriate judgement will have their grades/marks assigned by the school they transferred from.
PROCEDURES FOR APPEALS AGAINST ‘N’ DETERMINATIONS FOR NON-COMPLETION OF COURSE REQUIREMENTS

Principal warns student in writing in time for problem to be corrected

Principal issues at least one follow-up warning letter

Principal makes ‘N’ determination

Principal notifies student

Student makes no appeal

Student appeals

Principal reviews determination

Principal confirms ‘N’ determination and justifies decision on appeal

Principal notifies student

Student makes no further appeal

School notifies Board

Principal removes ‘N’ determination

Principal notifies student

Principal notifies Board

Student seeks Board review of Principal’s determination

Board considers determination and submission

Board decides

Board notifies student

Board notifies Principal

Board notifies Principal
Dear __________________

PARENT/GUARDIAN

OFFICIAL WARNING

Non-completion of an HSC Course

I am writing to advise that your son/daughter _______________________________ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course in ________________________________.

COURSE NAME

The NSW Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the ________ (eg 1st, 4th) official warning we have issued concerning ________________________________.

COURSE NAME

A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria

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

a) followed the course developed or endorsed by the Board; and

b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be completed.

To date, _______________________________ has not satisfactorily met _______________ of the Course Completion Criteria.
The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for ____________________ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____________________.

<table>
<thead>
<tr>
<th>Task name/course requirement/course outcome</th>
<th>Date/s task/s course requirement/s initially due</th>
<th>Action required by student</th>
<th>Date to be completed by (if applicable)</th>
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Please discuss this matter with ___________________ and contact the school if further information or clarification is needed.

Yours sincerely,

__________________         __________________          _________________            __________________
CLASS TEACHER                                        KLA COORDINATOR
YEAR COORDINATOR                             CURRICULUM COORDINATOR

Requirements for the Satisfactory Completion of a Higher School Certificate Course

• I have received the letter dated ____________ indicating that ____________________ is in danger of not having satisfactorily completed ____________________.

• I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

• I am also aware that the ‘N’ determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian’s signature: ____________________________ Date: ____________

Student’s signature: ____________________________ Date: ____________
THE HSC AND VET (Vocational Education & Training)

The purpose of the Stage 6 program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose;
  - capacity to manage their own learning;
  - desire to continue learning in formal or informal settings after school;
  - capacity to work together with others;
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training;
  - employment;
  - full and active participation as citizens;
- provide formal assessment and certification of students’ achievements;
- provide a context within which schools will also have the opportunity to foster students’ physical and spiritual development.

VET in schools allows students in Years 11 and 12 to study vocational courses as part of their HSC. These courses allow students to develop work-related skills, as well as to move to further education at TAFE or university. In combination with other parts of the Stage 6 pattern of study, students can achieve an HSC which should enhance their post-secondary opportunities. All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework. The Board of Studies VET Industry Frameworks Syllabus Documents and ACE Manual should be referred to for all information regarding HSC requirements and the HSC Examination for Industry Frameworks courses.

Students undertaking VET courses should note that work placement is a compulsory component of their course (70 hours total). Work Placement allows the student to apply the theory and skills learnt in class. Some competencies may be assessed in the workplace. Failure to complete the work placement component of their VET courses will result in the student not satisfactorily completing the course.

Students must use placements secured by the Fairfield Business Education Partnership (FBEP) and made available through the school. Employers participating in this program have been briefed about the purpose of the program and are aware of their obligations regarding Child Protection legislation and Occupational Health and Safety. Students will be offered the choice of some local placements.

In selecting a time and location for work placement, students must consider the following points:

i) being on work placement is not an excuse for the late submission of a hand-in task;

ii) once dates for work placement have been finalised they will not be changed, except in legitimate emergencies, as this inconveniences employers and other schools;

iii) students must complete and submit all paperwork regarding work placement to confirm their place and avoid losing the placement to another student or school;

iv) students will be required to complete a Code of Conduct for work placement. This form outlines expected behaviour whilst the student is on work placement.

Students should note that VET subjects are assessed on a continual basis.
ASSESSMENT IN VET COURSES

Vocational Courses offered for the 2014 HSC Year.
• Hospitality: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.
• Construction: 240 hours – Category B Status for inclusion in ATAR with HSC examinations.

VET Courses are assessed against competency standards. The concept of competency focuses on what is expected of an employee in the workplace rather than the amount of time spent in the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. Assessment against individual units of competency is based on an integration of the performance criteria into a holistic activity for that unit. As competencies are the application of skills and knowledge to a workplace task or function, competency-based assessment combines theory and practical.

The techniques used for collecting evidence of competency include:
• workplace performance;
• demonstration of specific skills/knowledge;
• a project;
• role play/simulation;
• written exercises;
• oral questioning;
• oral presentations;
• examination of a finished product.

Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts.

Remember: in competency-based assessments, you are either competent or not yet competent. Students in need of further training can ask to be re-assessed, but such re-assessment must consider deadlines for internal and external reporting.
TOP 40 STUDY STRATEGIES

Time Management

1. Start to manage your time at the beginning of the semester.
2. Organise your semester by plotting the following on a large calendar: due dates for assignments, any mid-term exams and other important dates.
3. Set some goals for yourself, such as the grades you would like to receive in your courses and what you expect to learn from each course. Think about how much time it will take to accomplish these goals.
4. Break tasks into smaller, more manageable jobs, e.g. Week 1 = Essay outline; Week 2 = Research; Week 3 = Rough Draft; Week 4 = Final Draft.
5. Make a weekly schedule to indicate lectures, labs, seminars, study time, etc.
6. Plan time for leisure/recreation.
7. Use "To do" lists when you have a lot to do in a day.
8. Set priorities.
10. Keep at it!

Listening and Note-taking

1. Go to school each day - there's no substitute for the real thing.
2. Have assigned readings done before each lesson.
3. Listen actively by anticipating what the teacher will say.
4. Screen and evaluate information by comparing with your text and your own knowledge.
5. Concentrate.
6. Take notes. Note topics and sub-topics. Use brief point form, putting things in your own words.
7. Use the margin or draw a column to note key terms or questions you have.
8. Use diagrams where possible, especially to illustrate relationships.
9. Review your notes before each class and plan a weekly review which integrates lesson and text notes.
10. Ask your teacher to clarify points you don't understand.

Textbook Reading

1. Do required reading on a regular basis. Keep a weekly schedule.
2. Preview material to get an overview. See how the chapter is organised.
3. Consider the author's writing style and potential biases.
4. Use different reading speeds. Pay attention to your retention.
5. Think of questions to answer as you read through the material.

6. Reflect on the material as you read. How is it valuable?

7. Summarise what you have read. Note important points. Integrate with lesson notes or in text margins.

8. Take breaks. Set targets to work towards and break in between.

9. Find a quiet, comfortable place to read. Your bed may not be the best place!

10. Review your readings on a regular basis.

11. Review course material weekly to keep material fresh in your memory.

**Examination Preparation**

1. Study in a quiet, comfortable (but not too comfortable!) location where distractions and interruptions are minimal.

2. Be organised. Make a study schedule by breaking down what you have to do. Have all your materials with you.

3. Study in small chunks of time. 1-hour blocks then a 5-minute break works well for many people.

4. Keep a normal schedule. Be sure to eat right, get enough sleep and take time to exercise and relax.

5. Gather information about the examination from your teacher, i.e. Will the test be multiple-choice, short answer or essay? How many questions will be on the test? What material will be covered?

6. Anticipate exam questions. Do practice questions. Make up sample questions and answer them.

7. During the test, read the instructions and questions carefully. Budget your time. Organise your answer. Make up an outline for essay questions if possible.

8. Relax. Be aware of tension build-up. Don't forget to breathe!

9. Follow-up. See your teacher to discuss where you went wrong so that you can improve next time.
### KEY WORDS FOR COLLEGE ASSESSMENT

| Account | Account for: state reasons for, report on.  
|         | Give an account of: narrate a series of events or transactions. |
| Analyse | Identify components and the relationship between them; draw out and relate implications. |
| Apply   | Use, utilise, employ in a particular situation. |
| Appreciate | Make a judgement about the value of. |
| Assess  | Make a judgement of value, quality, outcomes, results or size. |
| Calculate | Ascertain/determine from given facts, figures or information. |
| Clarify | Make clear or plain. |
| Classify | Arrange or include in classes/categories. |
| Compare | Show how things are similar or different. |
| Construct | Make; build; put together items or arguments. |
| Contrast | Show how things are different or opposite. |
| Critically (analyse/evaluate) | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation). |
| Deduce | Draw conclusions. |
| Define | State meaning and identify essential qualities. |
| Demonstrate | Show by example. |
| Describe | Provide characteristics and features. |
| Discuss | Identify issues and provide points for and/or against. |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between. |
| Evaluate | Make a judgement based on criteria; determine the value of. |
| Examine | Inquire into. |
| Explain | Relate cause and effect; make the relationship 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, e.g. a point of view, idea, argument, suggestion, for consideration or action. |
| Recall | Present remembered ideas, facts or experiences. |
| Recommend | Provide reasons in favour. |
| Recount | Retell a series of events. |
| Summarise | Express concisely the relevant details. |
| Synthesise | Putting together various elements to make a whole. |
ASSESSMENT AND REPORTING

- The HSC reports provide detailed descriptions of the knowledge, skills and understanding attained in each subject.

- The HSC reports provide a description of your achievements that is similar to the one you received in the School Certificate for the tests in English-Literacy, Mathematics, Science and Australian Geography/History, Civics and Citizenship.

- School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

- The other 50% will come from the HSC examination itself.

- Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90-100 will correspond to the highest level of achievement, i.e. Band 6.

- On satisfactory completion of your HSC, you will receive a portfolio containing:
  - the HSC Testamur, which is the official certificate confirming your achievement of all requirements for the award;
  - the Record of Achievement, which lists the courses you have studied and reports the marks and bands you have achieved;
  - Course Reports, where for every HSC Board Developed Course you will receive a report showing your marks, the performance scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

FROM THE BOARD OF STUDIES

Reporting Student Achievement:

A student’s Record of Achievement presents a profile showing the standards they achieved in the courses they studied. On the other hand, a student’s ATAR is a number indicating their overall academic achievement, not against a standard, but against other students. The ATAR allows the comparison of students who have completed different combinations of courses.

A student’s Record of Achievement and their ATAR are used for different purposes. The former shows their strengths and weaknesses across the courses they have studied; the latter shows only their overall position in relation to other students. As such, it is used by universities as one way, but not the only way, of selecting entrants for their courses.
SOME FREQUENTLY ASKED QUESTIONS ABOUT ASSESSMENT IN THE HSC

If a student achieves an HSC mark of 50, does it equate with Band 1 or Band 2?
A mark of 50 equates with Band 2; 60 equates with Band 3 and so on.

What percentage of students can be expected to be placed in Band 1?
There is no predetermined percentage of students to be placed in each band. The standards reached by candidates will determine the distribution in each subject.

Will internal assessment continue to count as part of the HSC result?
The internal assessment and the external examination will carry equal weighting in the determination of the student's HSC result. Each component will be worth 50%.

What is to be the method for determining the moderated assessment mark?
For each course, the internal assessment marks submitted by the school will be moderated by using the performance of the school course group in the examinations. The moderated assessment and the examination mark will be averaged to provide a composite mark.

Does a 1-Unit course count towards the ATAR?
Yes. The best 10 units are chosen in the calculation of the ATAR. In the case of a student doing 11 units, if this 1-Unit subject is amongst their best performed 10 units, then only 1 unit from the worst performing 2-Unit subject will then count towards the ATAR.

How does the Board distinguish between a subject and a course?
A subject is the general name given to an area of study that may have several different courses, e.g. within English, the courses will include English Standard, English Advanced, English Life Skills, etc.
A course is a branch of study within a subject. There can be more than one level of study within a course.

How will achievement in Band 1 be different from an ‘N’ determination?
Students who gain an HSC mark that places them in Band 1, and so below the minimum standard expected, are deemed to have met the criteria for satisfactory completion of the course. Students who, after the appropriate processes have been followed, receive an ‘N’ determination are considered not to have satisfactorily completed the course.
Students who achieve a mark for a subject in Band 1 will have the course credentialled on their Record of Achievement while students receiving an ‘N’ determination will not.

Are all subjects in the HSC of an equivalent standard?
A standards-based approach is about establishing meaningful standards in particular subjects, not about equating standards across them.
All courses in the HSC will be rigorous in terms of the standard of knowledge, skills and understanding expected of the students undertaking them.
The process of setting standards for each HSC course has involved:
• an evaluation of the content and outcomes of existing courses;
• an analysis of the standards of performance that students are currently demonstrating through HSC examinations. This involved experienced HSC markers analysing student responses to questions in recent HSC examinations including written answers, major works, projects and performances.
The use of information about current standards of performance has meant that the learning outcomes and content for each of the HSC courses are set at an appropriate standard.

Do the required 10 units of HSC courses have to be Board Developed?
No. To be awarded a Higher School Certificate, only 6 of the 10 units need to be Board Developed. However, for students wanting an Australian Tertiary Entrance Rank (ATAR), the calculation will be based on the best 10 Board Developed units, including 2 units of English.
SCALING AND SUBJECT CHOICE

Extract from: Report on Scaling of NSW HSC 2002 by NSW Vice Chancellor’s Committee on Scaling.

1. Are certain subjects/courses always ‘scaled down’?
   NO. As scaling is carried out afresh each year, if the quality of candidature changes, the scaled mean will also change.

2. Is it true that if I study some subjects/courses, I can’t get a high ATAR?
   NO. There are students in every course who achieve high ATAR’s. You have a better chance of achieving high marks in a course if you like it and are good at it.

3. What impact did the variation in patterns of HSC marks have on ATAR calculations?
   None. It is raw HSC marks that are scaled. The fact that the percentage of students who get a Band 6 differs across subjects/courses has no effect on the calculation of the ATAR.

4. I have similar HSC marks to my friend, but we don’t have similar ATAR’s. Why not?
   Your ATAR’s would be similar if your courses were the same. If your courses were different, your ATAR’s are likely to be different as different courses have different scaled means.

5. Which course should I study?
   The choice of which course to study should not be determined by what is perceived to be the likely effect of scaling. Choice of which courses to study should be determined only by your interests, demonstrated abilities and any future career plans. The scaling process is designed to allow students to choose according to these principles.

LIVING WITH AN HSC STUDENT

People at school who can help
HSC students and their parents have a number of people within their schools and colleges on whom they can call for help with any concerns.

Subject teacher
The subject teacher can provide you with information on the specific requirements of the individual subjects that the student is studying.

Year Coordinator
The Year Coordinator is also a valuable contact person. The Year Coordinator is concerned with the welfare of students in his or her care. This person is a very experienced teacher. Frequently the Year Coordinator has been in contact with a particular group of students over some or all of their time at high school. If you have any concerns, do not hesitate to contact the Year Coordinator.

KLA Coordinator
The KLA Coordinators are sometimes known as Subject Coordinators. The KLA Coordinator is concerned with everything that is taught and assessed within their allocated subjects. This person is a very experienced teacher. If you have any concerns regarding a particular subject, do not hesitate to contact the relevant KLA Coordinator.
Curriculum Coordinator
The Curriculum Coordinator works very closely with KLA Coordinators to ensure that the right things are being taught in the classroom and that all NSW Board of Studies requirements are met. This person oversees the facilitation of assessment and reporting in the school.

College Counsellor
The College Counsellor can be consulted by students or their parents if this kind of help is required. The College Counsellor is aware of groups within the community which may be able to assist with particular problems.

Careers Adviser
This person is a valuable contact for information and queries relating to students’ options regarding course selections and the choices available after they leave school.

WELFARE AND COUNSELLING FOR ANXIOUS PARENTS
Sometimes parents need help and support dealing with their children. Coping with adolescent children is not easy at the best of times. When adolescents are under pressure because of assessment and examination demands, it can be difficult and taxing for you as a parent.

The Curriculum Coordinator, Year Coordinator, KLA Coordinators, teachers and the College Counsellor can help with parents’ concerns about their children. They can also offer suggestions about other experts in the wider community who may be useful contacts.

Keeping things in perspective
The HSC is a public examination that takes place each year in NSW. Often for those directly involved, it can become a great focus of attention. It is important for both students and parents to have a realistic approach to the demands which this examination year can place on students.

While the HSC can be seen as a gateway to future education and career prospects, it is important to remember that there are a number of possible pathways to achieve one’s aspirations.

Like a marathon run, work for the HSC should ideally be done at a steady pace. This is not always easy because of assessment periods, practical work and the general demands of courses. However, regular homework and study habits are helpful and breaks from the demands of work are essential.

It is important for students to set goals, but it is equally important to be realistic about these targets. As a parent, it is important that you encourage your child to work to achieve his or her own potential. Unhealthy anxieties can stem from expectations to achieve as well as, or better than, friends, siblings or the children of parents’ friends.

Study Days
Your child may feel that he or she would benefit from some additional support while studying. Universities and private providers offer a range of study days and lectures aimed to enhance HSC studies. These are often advertised in daily newspapers and in flyers sent to schools. Courses frequently run over weekends or during school holidays.

It may be wise to check the credentials of the people presenting the lectures to ensure they are familiar with the syllabus and focus of the particular HSC course.
CLANCY CATHOLIC COLLEGE
ASSESSMENT PROCEDURES SUMMARY (YEARS 10-12)

The following points summarise the main parts of the College’s assessment procedures.

DISTRIBUTION OF ASSESSMENT TASKS
1. At least two weeks’ notice will be given for assessment tasks.
2. Assessments will run according to the dates on the Assessment Calendar. If there is any change to dates, weightings or to the nature of a task, you will receive written notification of the alterations.
3. Assessments that are given to you should have a cover sheet and marking criteria attached.
4. When you are given a task, you will need to sign a Class Roll or Register in order to confirm the date on which you received it.
5. If you lose your own “hard copy” of a task/notification, you will be able to access an electronic version via wiki central in order to print off another one.
6. If you need any assistance with a task, you must ask your class teacher or KLA Coordinator before the due date.
7. Any problems with being able to submit a task on time must be brought to your class teacher’s/KLA Coordinator’s attention before it is due.

SUBMISSION OF ASSESSMENT TASKS
8. Submission instructions for tasks are given on the cover sheet. This sheet must be signed and handed up, along with the marking criteria, on the day that a task is due.
9. All assessment tasks should be handed in to your class teachers and NOT to Pastoral Teachers or the front office.
10. If you are not at school on the day that an assessment task is on OR due, you must phone the school before 8.30am and leave a message for the relevant KLA Coordinator. You must also provide appropriate documentation which verifies their absence, i.e. a doctor’s certificate (1a) or independent supporting documentation that can support and verify the non-submission/completion of the task (1b) and a completed Illness/Absence/Leave or Misadventure Form (2). This documentation, along with the task itself, is to be submitted to the relevant KLA Coordinator on the first day of your return to school.
11. You will need to sign a Class Roll to acknowledge the fact that you have handed in a task. A “Non-submission” form is sent home if you are present at school, but do not have an assessment task. The consequences here are the receipt of a ZERO MARK for the task in question and a new date by which the task is to be submitted.
12. Furthermore, if you do not complete an assessment without a valid reason, an “Official Warning: Non-completion of a RoSA/Preliminary/HSC Course” letter will be sent home. This will occur once a task is five days overdue. At least two such warnings must be received in any given subject before an “N” determination can be given. An “N” determination for any mandatory course in Stage 5 means that you will not be eligible for a RoSA in that year, while satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course. An “N” determination for an HSC course may mean that a student is not eligible for the award of the Higher School Certificate in that year.
13. Once you submit the task in question, the “N” warning will be removed, but records will be kept to see if a pattern of late submission exists. If such a trend does emerge, your eligibility for the RoSA/Preliminary Course/HSC Course will be in jeopardy.
14. Please note that any instances of plagiarism or non-serious attempts will be treated in exactly the same manner as outlined in points 11 and 12 above.
15. Further steps will be taken if you are continually failing to submit assessment tasks, i.e. your parents will be called into school to meet with the relevant teacher/s. Any official warnings that you received in Year 9 for failing to complete tasks can also be used as evidence in Year 10 for not applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
16. In exceptional circumstances, e.g. illness or misadventure, you may apply for an extension to the due date of an assessment task. An extension must be sought from the relevant KLA Coordinator BEFORE the task is due. Applications for extension need to be supported in writing by a parent/guardian.
17. Difficulties with computers, printing or any other technological malfunction are not considered to be acceptable reasons for late submission of an assessment task. Where assessment submissions have an Information and Communication Technology (ICT) component, e.g. a task has to be handed up on a USB device, it is each student’s responsibility to ensure that they have been saved in the correct format.
18. Students who are regularly away from school immediately prior to the submission of assessment tasks and/or the sitting of Assessment/Examination Blocks may be called upon to produce a doctor’s certificate to verify their absence.
ILLNESS/ABSENCE/LEAVE OR MISADVENTURE APPEAL FORM

STUDENT: ___________________________________________  DATE: ___________________

SUBJECT: ___________________________________________  CLASS: ________________

ASSESSMENT TASK: ___________________________________  DUE DATE: ______________

COURSE NAME: ______________________________________  □ is a mandatory course

□ is NOT a mandatory course

REASON(S) FOR FAILURE TO MEET REQUIREMENTS:
Provide details that support your case, include support documents to verify your absence/non-submission.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Independent evidence of misadventure provided - □ YES
□ NO

This must be completed and attached.

_________________________  __________________________
Student Signature          Parent Signature

This form must be completed and submitted to the Curriculum Coordinator on the first day that a student returns to school.

KLA COORDINATOR'S COMMENT:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

ASSESSMENT APPEAL COMMITTEE RECOMMENDATION:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Appeal accepted (no penalty) □  Appeal denied □

Curriculum Coordinator's Signature: __________________________  Date: ____________
Year 12 2014

Assessment Grids
REMINI, CATHOLIC STUDIES

<table>
<thead>
<tr>
<th>Components (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Outcomes</th>
<th>Week: 10</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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(It is intended that) a student will:
A6-3 (VA): appreciate the New Testament writings as expressions of faith of the early Christian communities
A6-3 (K): outline key elements in the New Testament writings
A6-3 (S): analyse and interpret the sources and themes of the New Testament literature
B6-1 (VA): be open to involvement in leadership and service activities
B6-1 (K): distinguish the place of leadership, mission and ministry in the life of the Church
B6-1 (S): appreciate the call to leadership and other forms of service for the baptised
D6-1 (VA): be open to the value of prayer, meditation and contemplation in their lives
D6-1 (K): understand the nature of prayer, meditation and contemplation in the Christian tradition
D6-1 (S): analyse the elements of prayer, meditation and contemplation in the Christian tradition
E6-3 (VA): value the role of the Church’s teaching in giving moral guidance to personal and moral issues
E6-3 (K): identify the impact of the Church’s teaching on a range of personal and social issues
E6-3 (S): develop strategies for dealing with complex situations and making moral decisions
STUDIES OF RELIGION – 1 UNIT

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<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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<td>Task – Religion and Belief Systems in Australia (post 1945)</td>
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<td>Task Type:</td>
<td>Trial HSC Examination – all topics</td>
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</table>

| Communication of information, ideas and issues in appropriate forms | 10 | 5 | 5 |
| Investigation and research | 10 | 5 | 5 |
| Source-based skills | 10 | 5 | 5 |
| Knowledge and understanding of course content | 20 | | 20 |
| Marks | 50 | 15 | 15 | 20 |

STUDIES OF RELIGION I OUTCOMES

A student:
H1 explains aspects of religion and belief systems
H2 describes and analyses the influence of religion and belief systems on individuals and society
H3 examines the influence and expression of religion and belief systems in Australia
H4 describes and analyses how aspects of religious traditions are expressed by their adherents
H5 evaluates the influence of religious traditions in the life of adherents
H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7 conducts effective research about religion and evaluates the findings from the research
H8 applies appropriate terminology and concepts related to religion and belief systems
H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms
### STUDIES OF RELIGION – 2 UNIT

<table>
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<th>Weighting (syllabus)</th>
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<th>Task 2</th>
<th>Task 3</th>
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</table>

#### Communication of information, ideas and issues in appropriate forms
- Marks: 20
- Weighting: 20
- Task Type: Stimulus-based Research
- Task: Religion and Belief Systems in Australia (post-1945)

#### Investigation and research
- Marks: 20
- Weighting: 20
- Task Type: Source-based skills
- Task: Research – Religious Tradition

#### Source-based skills
- Marks: 20
- Weighting: 20
- Task Type: Source-based skills

#### Knowledge and understanding of course content
- Marks: 40
- Weighting: 40
- Task Type: Knowledge and understanding

#### Marks
- Task 1: 10
- Task 2: 25
- Task 3: 20
- Task 4: 40

### STUDIES OF RELIGION II

#### OUTCOMES

A student:
- H1 explains aspects of religion and belief systems
- H2 describes and analyses the influence of religion and belief systems on individuals and society
- H3 examines the influence and expression of religion and belief systems in Australia
- H4 describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 evaluates the influence of religious traditions in the life of adherents
- H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 conducts effective research about religion and evaluates the findings from the research
- H8 applies appropriate terminology and concepts related to religion and belief systems
- H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms
ENGLISH (ADVANCED)

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AREA OF STUDY: BELONGING (Peter Skrzynecki) 40% Speaking: 15% Reading: 5% Writing: 5% Reading: 10% Writing: 5%

MODULE A: Comparative of Text and Context (Frankenstein and Blade Runner) 20% Viewing/Representing: 15% Writing: 5% Writing: 5%

MODULE B: Critical Study of Text (Hamlet) 20% Listening: 15% Writing: 5%

MODULE C: Representation and Text (The Fiftieth Gate) 20% Reading: 10% Writing: 5% Writing: 5%

Marks 100 15 15 10 15 15 30

Please note: Board of Studies requirements (Writing: 30%, Reading: 25%, Speaking: 15%, Listening: 15%, Viewing/Representing: 15%)

ENGLISH (ADVANCED) OUTCOMES

A student:
1. explains and evaluates the effects of different contexts of responders and composers on texts
2. explains relationships among texts
2A. recognises different ways in which particular texts are valued
3. develops language relevant to the study of English
4. explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses
5. explains and evaluates the effects of textual forms, technologies and their media of production on meaning
6. engages with the details of text in order to respond critically and personally
7. adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts
8. articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
9. evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas
10. analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts
11. draws upon the imagination to transform experience and ideas into text demonstrating control of language
12. reflects on own processes of responding and composing
12A. explains and evaluates different ways of responding to and composing text
13. reflects on own processes of learning
ENGLISH STANDARD

<table>
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<tr>
<th>Outcomes</th>
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Components (Syllabus)

Area of Study: Belonging (Strictly Ballroom)

40% Speaking: 15%

Reading: 5%

Writing: 5%

Reading: 10%

Writing: 5%

Module A: Experience through Language (The Shoe-Horn Sonata)

20%

Listening: 15%

Writing: 5%

Module B: Close Study of Text (Wilfred Owen)

20%

Reading: 10%

Writing: 5%

Module C: Representation and Text (The Story of Tom Brennan)

20%

Viewing/Representing: 15%

Writing: 5%

Marks

<table>
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<th>Week</th>
<th>Term</th>
<th>Month</th>
<th>Pass</th>
<th>Objective 1</th>
<th>Objective 2</th>
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<td>10</td>
<td>15</td>
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</table>

Please note: Board of Studies requirements (Writing: 30%, Reading: 25%, Speaking: 15%, Listening: 15%, Viewing/Representing: 15%)

A student:
1. demonstrates understanding of how relationships between composer, responder, text and context shape meaning
2. demonstrates understanding of the relationships among texts
3. develops language relevant to the study of English
4. describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses
5. analyses the effect of technology and medium on meaning
6. engages with the details of text in order to respond critically and personally
7. adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts
8. articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
9. assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
10. analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences
11. draws upon the imagination to transform experience and ideas into text, demonstrating control of language
12. reflects on own processes of responding and composing
13. reflects on own processes of learning
HSC ENGLISH STUDIES

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<td>Task Type: How Website Composition</td>
<td>Task Type: Creative Writing Submission (Portfolio)</td>
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Knowledge and understanding of various forms of texts. 30% 10 5 10 5
Skills in reading, listening, viewing and in writing, speaking and representing. 30% 10 5 5 5 5
Knowledge and skills in using language effectively for a range of purposes. 25% 5 5 10 5
Skills in planning and working individually and collaboratively. 15% 5 5 5 5

Marks 100 25 10 20 30 15

ENGLISH STUDIES OUTCOMES

A student:
H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
H1.2 explains the ideas and values of the texts
H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics
# GENERAL MATHEMATICS 1

<table>
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<tr>
<th>Outcomes</th>
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<td>From MGIH-1, MGIH-2, MGIH-3, MGIH-4, MGIH-5, MGIH-6, MGIH-7, MGIH-9, MGIH-10</td>
<td>Concepts, skills and techniques – use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts</td>
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<td>From MGIH-1, MGIH-2, MGIH-3, MGIH-4, MGIH-5, MGIH-6, MGIH-7, MGIH-9, MGIH-10</td>
<td>Reasoning and communication – application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models</td>
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* Please note that Preliminary Course work may appear in each assessment task.

## GENERAL MATHEMATICS 1 OUTCOMES

A student:

- **MGIH-1**: uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- **MGIH-2**: analyses representations of data in order to make predictions
- **MGIH-3**: makes predictions about everyday situations based on simple mathematical models
- **MGIH-4**: analyses simple two-dimensional and three-dimensional models to solve practical problems
- **MGIH-5**: interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- **MGIH-6**: makes informed decisions about financial situations likely to be encountered post-school
- **MGIH-7**: develops and carries out simple statistical processes to answer question posed
- **MGIH-8**: solves problems involving uncertainty using basic counting techniques
- **MGIH-9**: chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- **MGIH-10**: uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
## General Mathematics 2

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<td>Concepts, skills and techniques – use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts</td>
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<td>Week: 10 Term: 4, 2013 Month: December HSC ASSESSMENT BLOCK</td>
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<td>Reasoning and communication – application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models</td>
<td>Task Type: Examination</td>
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</table>

*Please note that Preliminary Course work may appear in each assessment task.*

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**A student:**

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

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

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

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

**MG2H-5** interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units

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

**MG2H-7** answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data

**MG2H-8** solves problems involving counting techniques, multistage and expectation

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

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

<table>
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<th>From H1, H2, H3, H4, H5, H6, H7, H8, H9</th>
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<th>From H1, H2, H3, H4, H5, H6, H7, H8, H9</th>
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<td>Weighting (syllabus)</td>
<td>Task Type: Examination</td>
<td>Task Type: Examination</td>
<td>Task Type: Examination</td>
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<tr>
<td>Concepts, skills and techniques - use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts</td>
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<tr>
<td>Reasoning and communication - application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models</td>
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<tr>
<td>Marks</td>
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</tbody>
</table>

*Please note that Preliminary Course work may appear in each assessment task.*

### MATHEMATICS OUTCOMES

**A student:**

- **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
### EXTENSION 1 MATHEMATICS

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<td>Week: 10/11</td>
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<td>Examination</td>
<td>Examination</td>
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</table>

| Concepts, skills and techniques - use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts | 25 | 5 | 7 | 13 |
| Reasoning and communication - application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models | 25 | 5 | 8 | 12 |
| Marks | 50 | 10 | 15 | 25 |

Please note:
- * Parametric Equations are studied and tested during Term 4 of 2013.
- * Preliminary Course work may appear in each assessment task.

---

### MATHEMATICS EXTENSION 1 OUTCOMES

A student:

PE4: uses the parametric representation together with differentiation to identify geometric properties of parabolas

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 bionomial 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
### BIOLOGY

<table>
<thead>
<tr>
<th>Components (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td></td>
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<td>Week: 8</td>
<td>Week: 10 &amp; 11</td>
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<td>Week: 3 &amp; 4</td>
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<td>HSC ASSESSMENT BLOCK</td>
<td>HSC EXAMINATION</td>
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<td>40</td>
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<td>- the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology</td>
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<td>- cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</td>
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<tr>
<td>- gathering and processing first-hand data</td>
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<tr>
<td>- gathering and processing relevant information from secondary sources</td>
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<td>15</td>
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<tr>
<td>- communicating information and understanding</td>
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<tr>
<td>- developing scientific thinking and problem-solving techniques</td>
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<td>- working individually and in teams</td>
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<tr>
<td>Marks</td>
<td></td>
<td>100</td>
<td>25</td>
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</tbody>
</table>

### BIOLOGY OUTCOMES

A student:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications of biology on society and the environment
- H5 identifies possible future directions of biological research
- H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 analyses the impact of natural and human processes on biodiversity
- H8 evaluates the impact of human activity on the interactions of organisms and their environment
- H9 describes the mechanisms of inheritance in molecular terms
- H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
PHYSICS

<table>
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<tr>
<th>Outcomes</th>
<th>Components</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<tr>
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<td>(syllabus)</td>
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<td>Week: 10 Term: December Month: December HSC ASSESSMENT BLOCK</td>
<td>Week: 9 Term: 1 Month: June HSC ASSESSMENT BLOCK</td>
<td>Week: 3 &amp; 4 Term: 3 Month: August TRIAL HSC EXAMINATION</td>
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<td>H1, H3, H10, H13, H14</td>
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<td>Task Type: Examination</td>
<td>Task Type: First Hand Investigation</td>
<td>Task Type: Trial HSC Examination</td>
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</table>

Knowledge and understanding:
- the history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics
- kinematics and dynamics, energy, waves, fields and matter

Skills:
- planning and conducting first-hand investigations
- gathering and processing first-hand data
- gathering and processing relevant information from secondary sources
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams

Marks
- 100
- 25
- 20
- 25
- 30

PHYSICS OUTCOMES

A student:

H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
H2. analyses the ways in which models, theories and laws in physics have been tested and validated
H3. assesses the impact of particular advances in physics on the development of technologies
H4. assesses the impacts of applications of physics on society and the environment
H5. identifies possible future directions of physics research
H6. explains events in terms of Newton’s Laws, Law of Conservation of Momentum and relativity
H7. explains the effects of energy transfers and energy transformations
H8. analyses wave interactions and explains the effects of those interactions
H9. explains the effects of electric, magnetic and gravitational fields
H10. describes the nature of electromagnetic radiation and matter in terms of the particles
H11. justifies the appropriateness of a particular investigation plan
H12. evaluates ways in which accuracy and reliability could be improved in investigations
H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14. assesses the validity of conclusions from gathered data and information
H15. explains why an investigation is best undertaken individually or by a team
H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science
### CHEMISTRY OUTCOMES

A student:

H1. evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
H2. analyses the ways in which models, theories and laws in chemistry have been tested and validated
H3. assesses the impact of particular advances in chemistry on the development of technologies
H4. assesses the impacts of applications of chemistry on society and the environment
H5. describes possible future directions of chemical research
H6. explains reactions between elements and compounds in terms of atomic structures and periodicity
H7. describes the chemical basis of energy transformations in chemical reactions
H8. assesses the range of factors which influence the type and rate of chemical reactions
H9. describes and predicts reactions involving carbon compounds
H10. analyses stoichiometric relationships
H11. justifies the appropriateness of a particular investigation plan
H12. evaluates ways in which accuracy and reliability could be improved in investigations
H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14. assesses the validity of conclusions from gathered data and information
H15. explains why an investigation is best undertaken individually or by a team
H16. justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science
## SENIOR SCIENCE

<table>
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<tr>
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<th>Task 2</th>
<th>Task 3</th>
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<td>Week: 9 &amp; 10</td>
<td>Term: 2</td>
<td>Week: 5 &amp; 4</td>
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<td>Month: June</td>
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<td>Month: November</td>
<td>Month: March/April</td>
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<td>TRIAL HSC EXAMINATION</td>
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</table>

### Knowledge and understanding of:
- the history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science
- the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy

<table>
<thead>
<tr>
<th>Skills in:</th>
<th>Task Type:</th>
<th>Task Type:</th>
<th>Task Type:</th>
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<tr>
<td>planning and conducting first-hand investigations</td>
<td>Examination</td>
<td>Open Ended Investigation</td>
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<tr>
<td>gathering and processing first-hand data</td>
<td>Open Ended Investigation</td>
<td>Examination</td>
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<td>gathering and processing relevant information from secondary sources</td>
<td>Examination</td>
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</tbody>
</table>

### Skills in:
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams

### Marks
- Task 1: 100
- Task 2: 25
- Task 3: 22
- Task 4: 25
- Task 5: 30

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## SENIOR SCIENCE OUTCOMES

A student:

H1. discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
H2. applies the processes that are used to test and validate models, theories and laws, to investigations
H3. assesses the contribution of scientific advances on the development of technologies
H4. assesses the impacts of applications of science on society and the environment
H5. describes possible future directions of scientific research
H6. describes uses of the Earth’s resources
H7. identifies effects of internal and external environmental changes on the human body
H8. relates the properties of chemicals to their use
H9. relates the structure of body organs and systems to their function
H10. discusses ways in which different forms of energy and energy transfers and transformations are used
H11. justifies the appropriateness of a particular investigation plan
H12. evaluates ways in which accuracy and reliability could be improved in investigations
H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14. assesses the validity of conclusions from gathered data and information
H15. explains why an investigation is best undertaken individually or by a team
H16. justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
## ANCIENT HISTORY

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<tr>
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<td>TASK 2</td>
<td>TASK 3</td>
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<td>Historical inquiry and research</td>
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<td>10</td>
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<tr>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
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<tr>
<td>Marks</td>
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### ANCIENT HISTORY OUTCOMES

A student:

- **H1.1** describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context
- **H2.1** explains historical factors and assesses their significance in contributing to change and continuity in the ancient world
- **H3.1** locates, selects and organises relevant information from a variety of sources
- **H3.2** discusses relevant problems of sources for reconstructing the past
- **H3.3** analyses and evaluates sources for their usefulness and reliability
- **H3.4** explains and evaluates differing perspectives and interpretations of the past
- **H3.6** analyses issues relating to ownership and custodianship of the past
- **H3.6** plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
- **H4.1** uses historical terms and concepts appropriately
- **H4.2** communicates knowledge and understanding of historical features and issues using appropriate oral and written forms
BUSINESS STUDIES

A student:

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

<table>
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<th>Task 1</th>
<th>Task 2</th>
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<tr>
<td>Communication of economic information, ideas and issues in appropriate forms</td>
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### ECONOMICS OUTCOMES

A student:

- **H1**: demonstrates understanding of economic terms, concepts and relationships
- **H2**: analyses the economic role of individuals, firms, institutions and governments
- **H3**: explains the role of markets within the global economy
- **H4**: analyses the impact of global markets on the Australian and global economies
- **H5**: discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- **H6**: analyses the impact of economic policies in theoretical and contemporary Australian contexts
- **H7**: evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- **H8**: applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- **H9**: selects and organises information from a variety of sources for relevance and reliability
- **H10**: communicates economic information, ideas and issues in appropriate forms
- **H11**: applies mathematical concepts in economic contexts
- **H12**: works independently and in groups to achieve appropriate goals in set timelines
### HISTORY EXTENSION 1

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<th>Outcomes</th>
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<td>Knowledge and understanding of significant historiographical ideas and processes.</td>
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<td>Skills in designing, undertaking and communicating historical inquiry – the History Project</td>
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### HISTORY EXTENSION 1 OUTCOMES

A student:

E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches

E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions.
## LEGAL STUDIES

<table>
<thead>
<tr>
<th>Components (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
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</table>

- **Knowledge and understanding of course content**: 60 marks
- **Communication of Legal Studies information, issues and ideas in appropriate forms**: 20 marks
- **Inquiry and research**: 20 marks

| Marks | 100 |

### LEGAL STUDIES OUTCOMES

**A student:**

- **H1**: identifies and applies legal concepts and terminology
- **H2**: describes and explains key features of and the relationship between Australian and international law
- **H3**: analyses the operation of domestic and international legal systems
- **H4**: evaluates the effectiveness of the legal system in addressing issues
- **H5**: explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- **H6**: assesses the nature of the interrelationship between the legal system and society
- **H7**: evaluates the effectiveness of the law in achieving justice
- **H8**: locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- **H9**: communicates legal information using well-structured and logical arguments
- **H10**: analyses differing perspectives and interpretations of legal information and issues
MODERN HISTORY

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</td>
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<td>10</td>
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<td>H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2</td>
<td>Historical inquiry and research</td>
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<td>H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2</td>
<td>Communication of historical understanding in appropriate forms</td>
<td>20</td>
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Marks 100 15 20 30 35

MODERN HISTORY OUTCOMES

A student:

H1.1 describes the role of key features, issues, individuals, groups and events of selected twentieth century studies
H1.2 analyses and evaluates the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1 explains forces and ideas and assesses their significance in contributing to change and continuity during the twentieth century
H2.1 asks relevant historical questions
H3.2 locates, selects and organises relevant information from different types of sources
H3.3 analyses and evaluates sources for their usefulness and reliability
H3.4 explains and evaluates differing perspectives and interpretations of the past
H3.5 plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1 uses historical terms and concepts appropriately
H4.2 communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
DESIGN & TECHNOLOGY OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects.

H1.2 relates the practices and processes of designers and producers to the major design project.

H2.1 explains the influence of trends in society on design and production.

H2.2 evaluates the impact of design and innovation on society and the environment.

H3.1 analyses the factors that influence innovation and the success of innovation.

H3.2 uses creative and innovative approaches in designing and producing.

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project.

H4.2 selects and uses resources responsibly and safely to realise a quality major design project.

H4.3 evaluates the processes undertaken and the impacts of the major design project.

H5.1 manages the development of a quality major design project.

H5.2 selects and uses appropriate research methods and communication techniques.

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices.

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development.
### INDUSTRIAL TECHNOLOGY – MULTIMEDIA & TIMBER FURNISHINGS

<table>
<thead>
<tr>
<th>Components (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<tr>
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<th>Task Type:</th>
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<tr>
<td>Hand-in Task – Major Project Stage 1</td>
<td>Hand in task – Industry Study</td>
<td>Hand in task – Major Project Stage 2</td>
<td>Trial HSC Examination (All topics)</td>
</tr>
</tbody>
</table>

| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area | 40 | 15 | 15 | 10 |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project | 60 | 20 | 25 | 15 |

| Marks | 100 | 20 | 15 | 40 | 25 |

### INDUSTRIAL TECHNOLOGY OUTCOMES

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment
### COMMUNITY AND FAMILY STUDIES

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<td><strong>Task 2</strong></td>
<td><strong>Task 3</strong></td>
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<td>Term: 4</td>
<td>Month: December</td>
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<td>Task Type: Investigation of a support service</td>
<td>Task Type: Trial HSC Examination (All topics)</td>
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<tr>
<td>• resource management</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>• positive relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• range of societal factors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• nature of groups, families and communities</td>
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<td></td>
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<td>Skills in:</td>
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</tr>
<tr>
<td>• applying management processes to meet the needs of individuals, groups, families and communities</td>
<td>25</td>
<td>5</td>
<td>10</td>
<td>5</td>
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<tr>
<td>• planning to take responsible action to promote wellbeing</td>
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<tr>
<td>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</td>
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<td>Marks</td>
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<td>20</td>
<td>20</td>
<td>20</td>
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</table>

### COMMUNITY AND FAMILY STUDIES OUTCOMES

A student:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1, H2, H3, H4, H14, H16</td>
<td>Week: 10 Term: 4 Month: December HSC ASSESSMENT BLOCK</td>
<td>Week: 10 &amp; 11 Term: 1 Month: April HSC ASSESSMENT BLOCK</td>
<td>Week: 9 Term: 2 Month: June</td>
<td>Week: 3 &amp; 4 Term: 5 Months July/August TRIAL HSC EXAMINATION</td>
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<tr>
<td>H1-H5, H7-H10, H14-H17</td>
<td>Task Type: Research task on health priority issue</td>
<td>Task Type: Examination</td>
<td>Task Type: Designing a training program</td>
<td>Task Type: Trial HSC Examination (All topics)</td>
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<tr>
<td>Knowledge and understanding of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• factors that affect health</td>
<td>40</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>• the way the body moves</td>
<td>30</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• influencing personal and community health</td>
<td>30</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>• taking action to improve participation and performance in physical activity</td>
<td>10</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>100</td>
<td>25</td>
<td>20</td>
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</table>

A student:

H1 describes the nature and justifies the choice of Australia's health priorities
H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3 analyses the determinants of health and health inequities
H4 argues the case for health promotion based on the Ottawa Charter
H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7 explains the relationship between physiology and movement potential
H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9 explains how movement skill is acquired and appraised
H10 designs and implements training plans to improve performance
H11 designs psychological strategies and nutritional plans in response to individual performance needs
H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14 argues the benefits of health-promoting actions and choices that promote social justice
H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
## SPORT, LIFESTYLE AND RECREATION – 2 UNIT

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Component (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task Type: (syllabus)</th>
<th>Task Type: Sports</th>
<th>Task Type: Examination</th>
<th>Task Type: Designing a training program</th>
<th>Task Type: Participation in games and completing log</th>
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<tr>
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<td>Task 1</td>
<td>Outcomes 1.1, 1.3, 2.3, 3.6, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.5</td>
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### Task Type:
- **Task Type:** Sports: Administration Event
- **Task Type:** Examination
- **Task Type:** Designing a training program
- **Task Type:** Participation in games and completing log

**Knowledge and understanding of:**
- factors that affect health
- the way the body moves

**Skills in:**
- influencing personal and community health
- taking action to improve participation and performance in physical activity

**Skills in critical thinking, research and analysis**

<table>
<thead>
<tr>
<th>Knowledge and understanding of</th>
<th>Task Type</th>
<th>Task Type</th>
<th>Task Type</th>
<th>Task Type</th>
</tr>
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<tbody>
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<td>factors that affect health</td>
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<td>10</td>
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<tr>
<td>the way the body moves</td>
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<td>10</td>
</tr>
<tr>
<td>influencing personal and community health</td>
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### Marks

<table>
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<th>Task Type</th>
<th>Task Type</th>
<th>Task Type</th>
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<tr>
<td>100</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>30</td>
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</tbody>
</table>

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

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<tbody>
<tr>
<td>Task 1</td>
<td>Performance &amp; Written (Australian Theatre)</td>
<td>Performance &amp; Written (Verbatim Theatre)</td>
<td>Individual Project</td>
<td>Trial HSC Written Examination, Group and Individual Performance</td>
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### Component Weights

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<th>Task 3</th>
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### Marks

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<th>Week 1</th>
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<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td>20</td>
<td>10</td>
<td>10</td>
<td>40</td>
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</tbody>
</table>

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### DRAMA OUTCOMES

**A student:**

- **H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- **H1.2** uses performance skills to interpret and perform scripted and other material
- **H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- **H1.4** collaborates effectively to produce a group-devised performance
- **H1.5** demonstrates directorial skills
- **H1.6** records refined group performance work in appropriate form
- **H1.7** demonstrates skills in using the elements of production
- **H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- **H1.9** values innovation and originality in group and individual work
- **H2.1** demonstrates effective performance skills
- **H2.2** uses dramatic and theatrical elements effectively to engage an audience
- **H2.3** demonstrates directorial skills for theatre and other media
- **H2.4** appreciates the dynamics of drama as a performing art
- **H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance
- **H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- **H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- **H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- **H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- **H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements.
### MUSIC 1

<table>
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<th>Component (syllabus)</th>
<th>Weighting (syllabus)</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>Week: 5</td>
<td>Week: 9</td>
<td>Week: 3 &amp; 4</td>
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<td>Term: 2</td>
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<td>Month: March</td>
<td>Month: June</td>
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<td>Month: July/August</td>
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<td>HSC ASSESSMENT BLOCK</td>
<td>HSC ASSESSMENT BLOCK</td>
<td>HSC ASSESSMENT BLOCK</td>
<td>HSC ASSESSMENT BLOCK</td>
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<td>Task Type: Composition representative of topic &amp; Viva Voce (Musicology) on the Composition Task</td>
<td>Task Type: Aural exam, Performance Core &amp; Elective 1 (choice from Composition, Musicology &amp; Performance)</td>
<td>Task Type: Elective 2 (choice from Composition, Musicology &amp; Performance)</td>
<td>Task Type: Elective 3 (choice from Composition, Musicology &amp; Performance)</td>
<td>Task Type: Trial HSC Examination, including Aural Exam, Performance Core, &amp; Electives 1, 2 &amp; 3.</td>
</tr>
</tbody>
</table>

| Composition Core | 10 | 10 |
| Aural Core | 25 | 10 | 15 |
| Musicology Core | 10 | 10 |
| Performance Core | 10 | 5 | 5 |
| Elective 1 | 15 | 10 | 5 |
| Elective 2 | 15 | 10 | 5 |
| Elective 3 | 15 | 10 | 5 |
| Marks | 100 | 20 | 25 | 10 | 10 | 35 |

### MUSIC 1 OUTCOMES

A student:

- **H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- **H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- **H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- **H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- **H5** critically evaluates and discusses performances and compositions
- **H6** critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- **H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- **H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music
- **H9** performs as a means of self-expression and communication
- **H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities
- **H11** demonstrates a willingness to accept and use constructive criticism
**VISUAL ARTS**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Components (syllabus)</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
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<td>H1, H2, H3, H4, H5, H6</td>
<td>Week: 4 Term: 1 Month: February</td>
<td>(syllabus)</td>
<td>Task Type: BOW &amp; VAPD (Progress Panel)</td>
<td>Task Type: Half Yearly Examination</td>
<td>Task Type: BOW &amp; VAPD (Final)</td>
<td>Task Type: Trial HSC Examination</td>
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<td>H7, H8, H9, H10</td>
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<td></td>
<td></td>
<td>Week: 3 &amp; 4 Term: 3 Month: July</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Components (syllabus)</th>
<th>Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artmaking</td>
<td>50</td>
<td>20</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Art criticism and art history</td>
<td>50</td>
<td></td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**VISUAL ARTS OUTCOMES**

**A student:**

H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

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

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

H4: selects and develops subject matter and forms in particular ways as representations in 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
ITALIAN CONTINUERS

Outcomes

1.1, 1.2, 1.3, 1.4, 1.5
1.1, 1.2, 1.3, 1.4, 1.5
1.1, 1.2, 1.3, 1.4, 1.5
1.1, 1.2, 1.3, 1.4, 1.5
1.1, 1.2, 1.3, 1.4, 1.5
1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1

Components

(outcomes)

Weighting

Task 1

Task 2

Task 3

Task 4

Task 5

Week: 8
Week: 9/10
Week: 4
Week: 6
Week: 3 & 4

Term: 4
Term: 1
Term: 2
Term: 2
Term: 3

Month: November
Month: March/April
Month: May
Month: June
Month: July/August

HSC ASSESSMENT BLOCK

Week: 4
Week: 6

Term: 2

Month: May

TRIAL HSC EXAMINATION

Task Type:

In class conversation

Exam

In class conversation

Exam

LISTENING AND RESPONDING

25

10

15

READING AND RESPONDING

40

20

20

WRITING

15

5

10

SPEAKING

20

10

Marks

100

10

25

10

10

45

ITALIAN CONTINUERS

A student develops the skills to:

1.1 uses a range of strategies to maintain communication
1.2 conveys information appropriate to context, purpose and audience
1.3 exchanges and justifies opinions and ideas
1.4 reflects on aspects of past, present and future experience
2.1 applies knowledge of language structures to create original text in Italian
2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3 structures and sequences ideas and information
3.1 conveys the gist of texts and identifies specific information
3.2 summarises the main ideas
3.3 identifies the tone, purpose, context and audience
3.4 draws conclusions from or justifies an opinion
3.5 interprets, analyses and evaluates information
3.6 infers points of view, attitudes or emotions from language and context
4.1 recognises and employs language appropriate to different social contexts
4.2 identifies values, attitudes and beliefs of cultural significance
4.3 reflects upon significant aspects of language and culture
ITALIAN BEGINNERS

- Establishes and maintains communication in Italian
- Manipulates linguistic structures to express ideas effectively in Italian
- Sequences ideas and information
- Applies knowledge of the culture of Italian-speaking communities to interact appropriately
- Understands and interprets information in texts using a range of strategies
- Conveys the gist of and identifies specific information in texts
- Summarises the main points of a text
- Draws conclusions from or justifies an opinion about a text
- Identifies the purpose, context and audience of a text
- Identifies and explains aspects of the culture of Italian-speaking communities in texts
- Produces texts appropriate to audience, purpose and context
- Structures and sequences ideas and information
- Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- Applies knowledge of the culture of Italian-speaking communities to the production of texts.
BSB20112 - Certificate II in Business

Assessment Item | Weighting %
--- | ---
Trial HSC Exam - Written Examination | 100%

Assessment Requirements and Advice

Competency-based assessment

The VET courses within the Business Services Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Business Services Framework is contained in the Assessment and Reporting in Business Services Stage 6 document. This document, as well as other resources and advice related to assessment in Business Services Stage 6, is available at the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/business-services.html

* Due to the changing nature of the framework packages, this information is current at the time of printing.

Units of competencies assessed in the HSC course are:

- BSBCUS201B: Deliver a service to customers
- BSBIND201A: Work effectively in a business environment
- BSBSUS201A: Participate in environmentally sustainable work practices
- BSBITU301A: Create and use databases
- BSBWOR203B: Work effectively with others
- BSBINM202A: Handle mail
- BSBITU202A: Create and use spreadsheets
- BSBADM311A: Maintain business resources
BSB20112 - Certificate II in Business

HSC examination: Business Services

The HSC examination in Business Services is optional. Only students who have completed the Business Services (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their ATAR.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The examinable units of competency are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBUS201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
</tbody>
</table>
CPC20112 - Certificate II in Construction

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial HSC Exam</td>
<td>100%</td>
</tr>
<tr>
<td>- Written Examination</td>
<td></td>
</tr>
</tbody>
</table>

Competency-based assessment

The VET courses within the Construction Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Construction Curriculum Framework is contained in the Assessment and Reporting in Construction Stage 6 document. This document, as well as other resources and advice related to assessment in Construction Stage 6, is available on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html.

* Due to the changing nature of the framework packages, this information is current at the time of printing

CPC20112 - Certificate II in Construction

Units of competencies assessed in the HSC course are:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1013A</td>
<td>PLAN AND ORGANISE WORK</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>CONDUCT WORKPLACE COMMUNICATION</td>
</tr>
<tr>
<td>CPCCWF2001A</td>
<td>HANDLE WALL AND FLOOR TILING MATERIALS</td>
</tr>
<tr>
<td>CPCCCA2003A</td>
<td>ERECT &amp; DISMANTLE FORMWORK FOR FOOTINGS &amp; SLABS ON GROUND</td>
</tr>
<tr>
<td>CPCCWF2002A</td>
<td>USE WALL &amp; FLOOR TILING TOOLS &amp; EQUIPMENT</td>
</tr>
<tr>
<td>CPCCCO2013A</td>
<td>CARRY OUT CONCRETING TO SIMPLE FORMS</td>
</tr>
</tbody>
</table>
**CPC20112 - Certificate II in Construction**

**HSC examination: Construction**

The HSC examination in Construction is optional. Only students who have completed the Construction (240 indicative hours) course or Construction School-based Apprenticeship (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their Australian Tertiary Admission Rank (ATAR).

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The examinable units of competency are:

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
</tr>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
</tr>
<tr>
<td>CPCCCM2005A</td>
<td>Use construction tools and equipment</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
</tr>
</tbody>
</table>

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**SIT20207 - Certificate II in Hospitality**

**VET Hospitality**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial HSC Exam - Written Examination</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Competency-based assessment**

The VET courses within the Hospitality Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Hospitality Curriculum Framework is contained in the Assessment and Reporting in Hospitality Stage 6 document. This document, as well as other resources and advice related to assessment in Hospitality Stage 6, is available at the Board’s website at [www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html).

* Due to the changing nature of the framework packages, this information is current at the time of printing

**SIT20207 - Certificate II in Hospitality**

**Units of competencies assessed in the HSC course are**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCC005A</td>
<td>Use basic methods of cookery</td>
</tr>
<tr>
<td>SITHIND001B</td>
<td>Develop and update hospitality industry knowledge</td>
</tr>
<tr>
<td>SITXFSA001A</td>
<td>Implement food safety procedures</td>
</tr>
<tr>
<td>SITHCC003B</td>
<td>Receive and store kitchen supplies</td>
</tr>
<tr>
<td>SITHCC006A</td>
<td>Prepare appetisers and salads</td>
</tr>
<tr>
<td>SITHCC002A</td>
<td>Present food</td>
</tr>
<tr>
<td>SITHCC004B</td>
<td>Clean and maintain kitchen premises</td>
</tr>
<tr>
<td>SITHCC009A</td>
<td>Prepare vegetables, fruit, eggs and farinaceous dishes</td>
</tr>
</tbody>
</table>
SIT20207 - Certificate II in Hospitality

HSC examination: Hospitality

The HSC examination in Hospitality is optional. Only students who have completed the Construction (240 indicative hours) course or Hospitality School-based Apprenticeship (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their Australian Tertiary Admission Rank (ATAR).

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

The HSC examination may consist of the following core units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001B</td>
<td>Develop and update hospitality industry knowledge</td>
<td>SITXENV001A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
<td>SITXOHS001B</td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
<td>SITXOHS002A</td>
<td>Follow workplace hygiene procedures</td>
</tr>
</tbody>
</table>

The HSC examination units for the specialisation for Commercial Cookery units are

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCC001B</td>
<td>Organise and prepare food</td>
<td>SITHCC005A</td>
<td>Use basic methods of cookery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITHCC002A</td>
<td>Present food</td>
<td>SITXFS001A</td>
<td>Implement food safety procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SITHCC004B</td>
<td>Clean and maintain kitchen premises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>