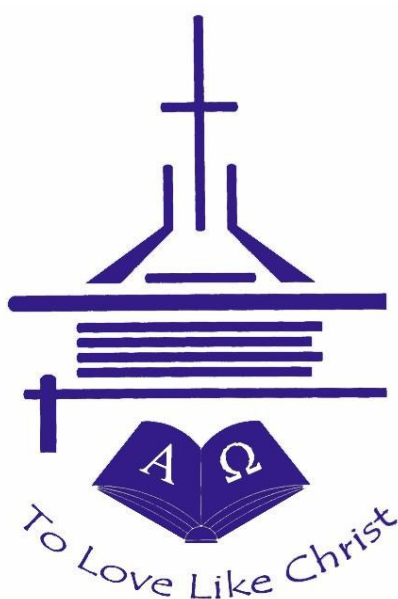


Clancy Catholic College West Hoxton



Higher School Certificate Assessment Handbook 2018

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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 NSW Education Standards Authority (NESA) 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 holistic 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, 2017

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 NESA. 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.



Laura Gant
CURRICULUM COORDINATOR

CONTACT STAFF - 2018

Principal	- Mrs Iris Nastasi
Assistant Principal	- Mr David Forrester
Curriculum Coordinator	- Miss Laura Gant
Religious Education Coordinator	- Mrs Catherine Nolan
General Coordinator	- Mr Geoffrey Kemmis
Teaching & Learning Coordinator	- Mr Adam Moore
Pastoral Care Coordinator	- Mr Leigh Gair
Spirituality Coordinator	- TBA
Year 12 Coordinator	- Mr Glenn Aitken
English Coordinator	- Ms Monique Brame
Mathematics Coordinator	- Mr Greg Georgiou
Science Coordinator	- Mrs Grace Mamo
HSIE Coordinator	- Mrs Amanda Newell
TAS Coordinator	- Mrs Lorena Ghignone
CAPA Coordinator	- Mr John Alvear
PD/Health/PE Coordinator	- Mr Scott Mulford
VET Coordinator	- Mr Michael Ha
Acting eLearning Coordinator	- Mr Marc Ghignone
Learning Support Coordinator	- Mrs Maria Raco/Ms Diana Blain
Acting Sports Coordinator	- Mr Christopher Thorburn
Careers Adviser	- Mrs Anne Weeks
School Counsellor	- Mrs Rhoda Costa
Librarian	- Miss Alison Rooke

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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 2018

As outlined by NESAs, 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 2017, you will also be issued with summary calendars of the exact dates of HSC Course tasks. This Assessment Calendar will also be emailed to parents. 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

NESA 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 NESA 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.

NESA expects students to attempt all assessment tasks set. For all NESA Developed Courses (except VET courses and Life Skills courses) NESA 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 co-requisite 2 unit course will not receive a result in either course.

NESA Developed Courses

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

Assessment marks for NESA 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 NESAs;
- (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

NESA's Stage 6 syllabuses 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 NESAs 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: Design and Technology, Drama, Industrial Technology, Music, Society and Culture 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 NESA 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, ie 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. 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 handed into the front office or left with any person other than the subject teacher. Tasks are to be submitted to the class teacher at the scheduled time/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 an area 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. ***If you are absent from school, DO NOT submit the task through another person be they family or friend. Go through the illness/misadventure process.***
- Students must also provide **appropriate documentation which verifies their absence, ie a doctor's certificate or independent supporting documentation that can support and verify the non-submission/completion of the task and a completed Illness/Absence/Leave or Misadventure Form.** 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. **Backdated doctor's certificates will not be accepted.**
- 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 **on page 21 and** on the College Website. 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, eg 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, eg 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.

All electronic submissions will occur through students' individual subject folders in their Google Drive. This feeds directly to Teacher Dashboard or Google Classroom.

The file type will be determined by the class teacher and will be clearly stated on the task notification.

Current procedures around technology and devices will apply.

Submission time for all tasks will be by 8.30am on the due date. If a student is ill or experiences misadventure, normal College expectations around illness/misadventure evidence will continue to be applied.

When electronic submission does occur, the following rules will apply:

1. The College will not be responsible for unreadable, unusable or virus infected files or media.
2. The College will only accept assessment tasks, which are completed in applications to which staff have ready access, and in a format which can be read by most computers.
3. The assessment task should be readily identifiable on the medium.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The College will make every endeavor to ensure the safe return of submitted media but cannot guarantee this.

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 (eg 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. Failure to complete work placement will result in an N Determination.
- 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.

Identifying and understanding how malpractice occurs in Higher School Certificate assessment tasks is an important part of building prevention strategies, and retaining confidence in the HSC.

For many years, NESAs has collected and published information on malpractice in HSC examinations. The development of this Register of Malpractice in HSC Assessment Tasks will build on that body of knowledge.

The aggregated data published by NESAs, which will not identify students or schools, will help identify:

- if malpractice is more prevalent in particular courses;
- if certain types of assessment tasks are more susceptible to malpractice;
- how many students engage in repeated incidents of malpractice;
- the range of penalties for different types of malpractice.

The implementation of this Register is supported by the Independent Commission Against Corruption.

- 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, eg 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. 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;
 - Two compulsory parent/teacher/student opportunities.

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

- NESAs expect 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 NESAs.
- 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.

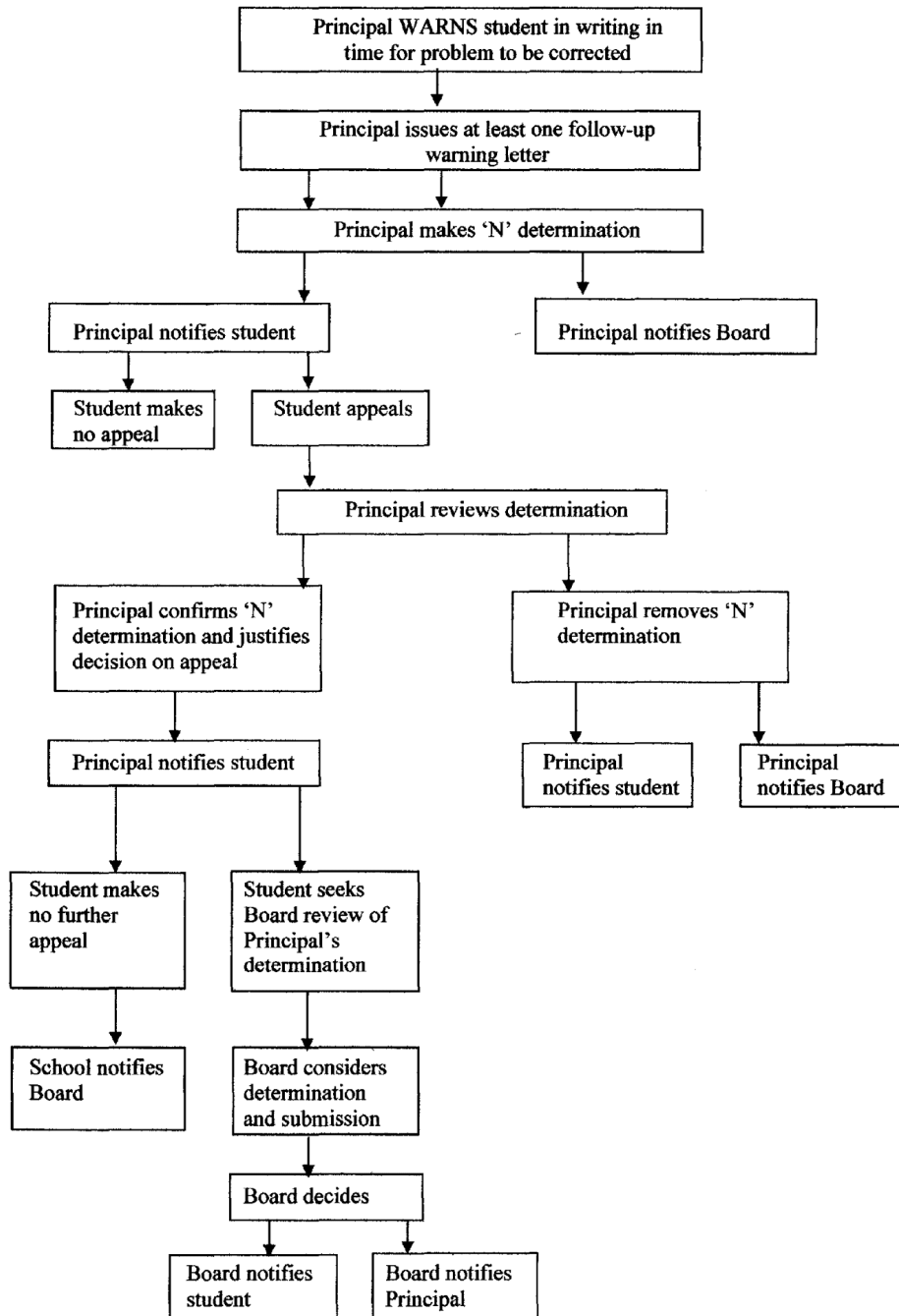
Appeals to NESAs

- Provision does occur for subsequent appeals to NESAs if the student is not satisfied with the school's review process.
- NESAs 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 is 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**



Year 7 – 12 Assessment Procedures Guide

Year Group	Problem and Penalty	Documentation to avoid penalty
7-12	A student has not sought an extension or alternate arrangement prior to approved leave	Complete Leave form (Year Coord) seeking extension or alternative arrangements for assessment (KLA Coord)
7-12	Application for School Representation or school based activity	Meeting with KLA or Curriculum Coordinator to reschedule
Year 7 ONLY	Late completion of a task/exam <i>One day late (-20%) Two days late (-40%) (of maximum mark)</i>	Parental note Upon return to school – <i>Hand to relevant KLA Coordinator</i>
7-9	Non completion of a task/exam OR Academic Malpractice = ZERO MARK	
7-9	Incompletion of a task because of misadventure Incompletion of a task because of illness	Parental note Upon return to school – <i>Hand to relevant KLA Coordinator</i>
10	Non completion of a task/exam OR Academic Malpractice = ZERO MARK + BOSTES Warning Letter	Doctor's Certificate Upon return to school – <i>Hand to relevant KLA Coordinator</i>
10	Incompletion of a task because of misadventure Incompletion of a task because of illness	Doctor's Certificate College Form for Illness/Misadventure Upon return to school – handed to Curriculum Coordinator
11-12	Late completion of a task/exam <i>upon returning to school with no completed Illness/Misadventure form</i> = ZERO MARK + BOSTES Warning Letter	
11-12	Non completion of a task/exam <i>No leniency for lateness, technological failure</i> OR Academic Malpractice = ZERO MARK + BOSTES Warning Letter	
11-12	Incompletion of a task because of misadventure	College Illness/Misadventure Form – and/or medical certificate Upon return to school – handed to Curriculum Coordinator
11-12	Incompletion of a task because of Illness	
11-12	Application for School Representation or school based activity	Meeting with KLA or Curriculum Coordinator to reschedule

ABSENCE DURING EXAM PERIODS

Attendance during exam periods as indicated on the College calendar is compulsory. **Leave should not be taken during examination periods.** Students who take Leave during published Examination periods WILL RECEIVE A ZERO.

REQUEST FOR LEAVE – missing an Assessment Task

Any absence other than illness or misadventure must be applied for in writing to the College Principal at least one month BEFORE the leave dates. Any student who does not have approval for leave and misses an assessment task will receive a zero for the task.

NOTE: When Leave is granted it is the student's responsibility to seek arrangements for extensions or alternate dates for assessment tasks. FAILURE TO DO THIS WILL RESULT IN A ZERO MARK.



Clancy Catholic College

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
This must be completed and attached.

Yes

No

Student Signature

Parent Signature

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

KLA COORDINATOR COMMENT:

ASSESSMENT APPEAL COMMITTEE RECOMMENDATION:

Appeal accepted (no penalty)

Appeal denied

Curriculum Coordinator Signature:

Date



Dear _____

PARENT/GUARDIAN

OFFICIAL WARNING Non-completion of an HSC Course

I am writing to advise that your son/daughter _____

STUDENT NAME

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course in _____

COURSE NAME

NESA 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 NESA; 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.

STUDENT NAME

INDICATE (a), (b) or (c)

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 _____

STUDENT NAME

STUDENT NAME

Task name/ course requirement/ course outcome	Date/s task/s course requirement/s initially due	Action required by student	Date to be completed by (if applicable)

Please discuss this matter with _____ and contact the school
STUDENT NAME

If further information or clarification is needed.

Yours sincerely

 CLASS TEACHER

 KLA COORDINATOR

 YEAR COORDINATOR

 CURRICULUM
 COORDINATOR



 PLEASE DETACH THIS SECTION AND RETURN IT TO THE SCHOOL

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 _____
STUDENT NAME COURSE NAME

- 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: _____

MAJOR PROJECTS AT CLANCY

Role of the Teacher

- The teacher will provide students with opportunities to work on their project outside of school hours.
 - These times are set by the teacher and will be communicated in writing to students at the start of each term
 - There must be a minimum of two students present for an external class to run (duty of care/child protection)
 - Holiday classes have compulsory attendance (these are large blocks of time to complete work).
- The teacher will keep a roll of attendance at external classes.
- The teacher will provide feedback to parents once a term indicating the student's progression in the Major Project, attendance and recommendations/advice.
- The teacher will provide ongoing recommendations and support to students.

Role of the Student

- Students are expected to use allocated class time effectively. External classes are provided in addition to class time.
- Students are expected to attend allocated external classes. Reasons for non-attendance must be provided in advance.
- Work must be completed at home and school. Teacher needs to sight and sign off that the Major Project is the student's work.
- Students must work on the project at home (Minimum would be 2-3 hours a week) to ensure progress is being made.
- Student must be aware that the Major Project is autonomous. The teacher is a support and a resource to help the student achieve their end result.
- Drama has a group project - this requires extra time for preparation, and commitment to other students in the group.
- Music requires students to rehearse pieces before attending external classes.
- Students who have Work Placement commitments for VET must ensure they catch up on any work missed.

Role of the Parent

- Parents need to understand that Major Projects are a commitment from Term 4 through to Term 3. They are very different from an assessment task or exam block.
- Parents will receive specific guidelines for the Major Project/s their child is undertaking. Parents can refer to this information throughout the process.
- Concerns should be raised with teachers in a timely manner. This includes, in response to the Term progression letter, via phone call, email, organisation of an interview, and parent/teacher interview times.
- Interviews with teachers regarding Major Project progression should include the student as part of a three way conversation.
- Parents provide home support for students undertaking projects. Recommendations and feedback from teachers is provided to help the student develop and improve their Major Project. Contact should be made with the teacher if there are any concerns.

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. NESA 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 Southwest Connect 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 2018 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.
- IDT
- Business Services

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, eg 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.
9. Be flexible.
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, ie 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	<i>Account for:</i> state reasons for, report on. <i>Give an account of:</i> 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, eg 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.
- 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, ie 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 NESA 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 NESA

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.

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 A 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 NESA 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.

Year 12

2018

Assessment Grids

CATHOLIC STUDIES

Task No.		TASK 1	TASK 2	TASK 3
Syllabus Outcomes		D6-1 V, K, S	C6-1 V, K, S	A6-3 V, K, S
Task Date		Period 4 Monday 4 December Week 9 Term 4 2017	Term 1 Examination Period	Term 3 Trial Examination Period
Name of Task		Christian Prayer	Living with Good and Evil	New Testament Studies
Assessment Component	Research (15)	7.5	7.5	
	Presentation (15)	7.5	7.5	
	Examination (20)			20
Weighting (50)		15	15	20

OUTCOMES

(It is intended that) a student will:

- A6-3 (V): 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
- C6-1 (V): Appreciate the tension which exists between good and evil
- C6-1 (K): Identify aspects of good and evil, as expressed in personal actions and local, national and global issues
- C6-1 (S): Using contemporary case studies, analyse the impact of good and evil
- D6-1 (V): 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 (V): 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

Task No.		TASK 1	TASK 2	TASK 3
Syllabus Outcomes		H1, H2, H3, H4, H5, H6	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9
Task Date		Period 4 Monday 4 December Week 9 Term 4 2017	Term 1 Examination Period	Term 3 Trial Examination Period
Name of Task		Religion and Belief Systems in Australia post-1945: Written Responses	Religious Tradition Depth Study: Research and Written Responses	Trial Examination
Assessment Component	Knowledge and understanding of course content (20)	5	5	10
	Source-based skills (10)	5		5
	Investigation and research (10)		10	
	Communication of information, ideas and issues in appropriate forms (10)		5	5
Weighting (50)		10	20	20

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

Task No.	TASK 1	TASK 2	TASK 3	TASK 4	
Syllabus Outcomes	H1, H2, H3, H4, H5, H6	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Task Date	Period 4 Monday 4 December Week 9 Term 4 2017	Term 1 Examination Period	Week 6 Term 2 2018	Term 3 Trial Examination Period	
Name of Task	Religion and Belief Systems in Australia post 1945 / Religion and Non Religion: Written Responses	Religious Tradition Depth Study: Research and Written Responses	Religious Tradition Depth Study: Research and Written Response	Trial Examination	
Assessment Component	Knowledge and understanding of course content (40)	10	5	5	20
	Source-based skills (20)	5	5	5	5
	Investigation and research (20)		10	10	
	Communication of information, ideas and issues in appropriate forms (20)		5	5	10
Weighting (100)	15	25	25	35	

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)

	Outcomes	2,4,5,9	1, 2a, 5, 9, 12a	2, 3, 4, 5, 10	3,6,7,13	1, 2A, 5, 6, 8, 10, 11, 12a
Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Week: 2 Term: 1 Month: February	Week: 10/11 Term: 1 Month: April	Week: 5 Term: 2 Month: May	Week: 10 Term: 2 Month: July	Week:3/4 Term: 3 Month: August
		Task Type: AOS Exam	Task Type Viewing and Representing	Task Type: Listening Task	Task Type: Speaking Task	Task Type: Trial HSC Exam
Area of Study - Discovery - <i>'The Tempest'</i>	40%	10% Reading 15% Writing				15% Reading
Module A - Intertextual Perspectives - <i>'The Great Gatsby and Browning Poetry'</i>	20%		15% Viewing and Rep			5% Writing
Module C - People and Politics - <i>'The Crucible'</i>	20%			15% Listening		5% Writing
Module B - Critical Study of Text - <i>'Speeches'</i>	20%				15% Speaking	5% Writing
	100%	25%	15%	15%	15%	30%

Please note: NESA requirements are as follows; Writing 30%, Reading 25%, Speaking 15%, Listening 15%, Viewing and Representing 15%

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

	Outcomes	2,4,5,9	2,4,10,12	4,5,7,9,13	1,3,4,6,11	1, 2, 5, 6, 8, 10, 12
Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Week: 2 Term: 1 Month: February	Week: 10/11 Term: 1 Month: April	Week: 5 Term: 2 Month: May	Week: 10 Term: 2 Month: July	Week: 3/4 Term: 3 Month: August
		Task Type AOS Exam	Task Type Speaking	Task Type Viewing and Representing	Task Type Listening	Task Type Exam
Area of Study - Discovery <i>Life of Pi</i>	40%	10% Reading 15% Writing				15% Reading
Module A <i>Experience Through Language The Shoe Horn Sonata</i>	20%		15% Speaking			5% Writing
Module C <i>Texts and Society The Story of Tom Brennan</i>	20%			15% Viewing and Rep		5% Writing
Module B <i>Close Study of Text Wilfred Owen</i>	20%				15% Listening	5% Writing
	100%	25%	15%	15%	15%	30%

Please note: NESA requirements are as follows; Writing 30%, Reading 25%, Speaking 15%, Listening 15%, Viewing and Representing 15%

OUTCOMES

A student:

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

ENGLISH (EXTENSION 1)

	Outcomes	1,2,3,4	1,2,3,4	1,2,3,4
Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3
		Week: 4 Term: 1 Month: February	Week: 5 Term: 2 Month: May	Week: 3/4 Term: 3 Month: August
		Task Type: In-class Critical Response	Task Type: Tutorial Presentation	Task Type: Trial HSC Exam
Knowledge and understanding of complex tasks and of how and why they are valued.	25%	5%	10%	10%
Skills in: - Complex analysis - Sustained composition - Independent investigation	25%	10%	5%	10%
Marks	50%	15%	15%	20%

OUTCOMES

A student:

1. distinguishes and evaluates the values expressed through texts.
2. student explains different ways of valuing texts.
3. composes extended texts.
4. develops and delivers sophisticated presentations.

ENGLISH (STUDIES)

	Outcomes	H1, H2, H3	H1, H2, H3, H4	H1, H2, H3, H4	H1, H2, H3
Components (Syllabus)	Weighting (Syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 8 Term: 4 Wednesday 29/11 Period 2	Week: 9 Term: 1 Month: March	Week: 7 Term: 2 Month: June	Week: 6 Term: 3 Month: August
		Task Type: In Class Exam	Task Type: Media Task	Task Type: Travel Task	Task Type: Research Task
Knowledge and understanding of various texts	30%	10	5	5	10
Skills in reading, listening, viewing and in writing, speaking and representing	30%	10	5	5	10
Knowledge and skills in using language effectively for a range of purposes, audiences and contexts	25%	5	10	5	5
Skills in planning and working individually and collaboratively	15%		5	10	
	100%	25%	25%	25%	25%

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

	Outcomes	MG1H-1, MG1H-2, MG1H-3, MG1H-6, MG1H -9, MG1H-10	MG1H-1, MG1H-2, MG1H-3, MG1H-6, MG1H-7, MG1H-10	MG1H-1, MG1H- 2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-10
Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3
		Week: 8 Term: 4, 2017 Tuesday 28 November	Week: 10/11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Hand In Task	Task Type: Examination	Task Type: Trial HSC Examination
Concepts, skills and techniques – use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50	15	15	20
Reasoning and communication – application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	15	15	20
Marks	100	30	30	40

OUTCOMES

A student:

- MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H-2 analyses representations of data in order to make predictions
- MG1H-3 makes predictions about everyday situations based on simple mathematical models
- MG1H-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- MG1H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- MG1H-6 makes informed decisions about financial situations likely to be encountered post-school
- MG1H-7 develops and carries out simple statistical processes to answer question posed
- MG1H-8 solves problems involving uncertainty using basic counting techniques
- MG1H-9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others

GENERAL MATHEMATICS 2

	Outcomes	MG2H-1, MG2H-2, MG2H-4, MG2H-5, MG2H-10	MG2H – 1, MG2H – 2, MG2H – 9, MG2H – 10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-10	MG2H-1, MG2H-2, MG2H-5, MG2H – 6, MG2H-7, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-10
	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4	Task 5
		Week: 8 Term: 4 Tuesday 28 November	Week: 3 Term: 1 Month: March	Week: 10/11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: July	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Examination	Task Type: Prepared Response	Task Type: Examination	Task Type: Examination	Task Type: Trial HSC Examination
Concepts, skills and techniques – use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50	7.5	5	12.5	5	17.5
Reasoning and communication – application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50	7.5	5	12.5	5	17.5
Marks	100	15	10	25	15	35

OUTCOMES

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

	Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9
Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 8 Term: 4 Tuesday 28 November	Week: 10/11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Examination	Task Type: Examination	Task Type: Examination	Task Type: Trial HSC Examination
Concepts, skills and techniques - use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50	7.5	12.5	10	20
Reasoning and communication - application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50	7.5	12.5	10	20
Marks	100	15	25	20	40

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

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

MATHEMATICS EXTENSION 1

	Outcomes	HE1, HE2, HE3, HE6, HE7	HE1, HE2, HE3, HE4, HE6, HE7	HE1, HE2, HE3, HE5, HE7	HE1, HE2, HE3, HE4, HE5, HE6, HE7
Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 3 Term: 1 Month: December	Week: 10/11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 7 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Examination	Task Type: Examination	Task Type: Examination	Task Type: Trial HSC Examination
Concepts, skills and techniques - use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	25	4	6	5	10
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	4	6	5	10
Marks	50	8	12	10	20

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

OUTCOMES

A student:

- HE1: appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2: uses inductive reasoning in the construction of proofs
- HE3: uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4: uses the relationship between functions, inverse functions and their derivatives
- HE5: applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6: determines integrals by reduction to a standard form through a given substitution
- HE7: evaluates mathematical solutions to problems and communicates them in an appropriate form.

BIOLOGY

	Outcomes	H2, H6, H11- H15	H1-H15	H1, H2, H3, H4, H8, H9 H11- H14	H1-H15
Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 8 Thursday Period 1 Term: 4 30 November	Week 10&11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 8 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: August TRIAL HSC EXAMINATION
		Task Type: Practical exam	Task Type: Examination	Task Type: Open Ended Investigation	Task Type: Trial HSC Examination
Knowledge and understanding of: - 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 - cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	40	10	10	10	10
Skills in: - planning and conducting first-hand investigations - gathering and processing first-hand data - gathering and processing relevant information from secondary sources	30	10	5	5	10
Skills in: - communicating information and understanding - developing scientific thinking and problem-solving techniques - working individually and in teams	30	5	5	10	10
Marks	100	25	20	25	30

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

	Outcomes	H2, H6, H9 H11-H15	H1-15	H1, H3, H9, H10, H13, H14	H1-H15
Components (syllabus)		Task 1	Task 2	Task 3	Task 4
	Weighting (syllabus)	Week: 8 Term: 4 Monday P4 27/11/17	Week: 10&11 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: August TRIAL HSC EXAMINATION
		Task Type: Practical Task (HI & IC)	Task Type: Examination	Task Type: OEI Research and In class Data Analysis	Task Type: Trial HSC Examination
Knowledge and understanding of: - 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	40	5	10	10	15
Skills in: - planning and conducting first-hand investigations - gathering and processing first-hand data - gathering and processing relevant information from secondary sources	30	10	5	10	5
Skills in: - communicating information and understanding - developing scientific thinking and problem-solving techniques - working individually and in teams	30	10	5	5	10
Marks	100	25	20	30	30

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	H3, H4, H6, H12, H13, H14	H1 - H15	H1, H3, H4, H5, H7 H13, H14, H15	H1-H15
Components (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 9 Term: 4 Monday 4/12/17	Week: 8 & 9 Term: 1 Month: April HSC ASSESSMENT BLOCK	Week: 7 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: August TRIAL HSC EXAMINATION
		Task Type: Open Ended Investigation	Task Type: Examination	Task Type: Practical Exam	Task Type: Trial HSC Examination
Knowledge & Understanding of: - The history, nature and practice of Chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry. - Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry	40	10	10	10	10
Skills in: - Planning and conducting first hand investigations - Gathering and processing first hand data - Gathering and processing relevant information from secondary sources.	30	5	5	10	10
Skills in: - Communicating information and understanding - Developing scientific thinking and problem solving techniques - Working individually and in teams.	30	10	5	5	10
Marks	100	25	20	25	30

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

	Outcomes	H2., H8, H11 – H15	H1 – H15	H3, H4 H5, H6, H11-15	H1-15
	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
Components (syllabus)		Period 2 Thursday 23/11 Week: 7 Term: 4	Week: 10&11 Term: 1 Month: March/April HSC ASSESSMENT BLOCK	Term: 2 Tuesday Week 9 Month: June	Week: 3 & 4 Term: 3 Month: August TRIAL HSC EXAMINATION
		Task Type: Practical Examination	Task Type: Examination	Task Type: Research and Skills - Hand- In	Task Type: Trial HSC Examination
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	40	10	10	10	10
Skills in: - planning and conducting first-hand investigations - gathering and processing first-hand data - gathering and processing relevant information from secondary sources	30	5	5	10	10
Skills in: - communicating information and understanding - developing scientific thinking and problem-solving techniques - working individually and in teams	30	5	5	10	10
Marks	100	20	20	30	30

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

NESA Mandatory Requirements: **No more than 40% weighting may be allocated to tests and examinations.**

	Outcomes	H1.1, H3.1, H3.3, H4.1, H4.2	H1.1, H3.1, H3.2, H3.4, H3.5, H4.1	H1.1, H3.1, H3.3, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2
Components (syllabus)	Weighting	Task 1	Task 2	Task 3	Task 4
	(syllabus)	Week: 7 Term: 4 Month: Monday 20 November	Week: 10/11 Term: 1 Month: March HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Source-Based Hand-in 20%	Task Type/Name: 10% Examination 10% Research preparation Total 20%	Task Type: Research Essay Hand-in 30%	Task Type: Trial Exam- 30%
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20	10		5	5
Inquiry and research	20		5	15	
Communication of business information, ideas and issues in appropriate forms	20	5	5		10
Marks	100	20	20	30	30

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
- H3.5 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

NESA Mandatory Requirements: **No more than 50% weighting may be allocated to tests and examinations.**

	Outcomes	H5, H6, H8, H10	H1, H2, H8, H9, H10	H6, H7, H8, H9	H2, H3, H4, H5, H8, H9, H10
Components	Weighting	Task 1	Task 2	Task 3	Task 4
(syllabus)	(syllabus)	Week 7 Term 4 Date: 23 November 2017	Week: 10/11 Term: 1 HSC ASSESSMENT BLOCK	Week: 8 Term: 2 IN-CLASS TASK	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Stimulus-based <i>Finance</i>	Task Type: Half Yearly Examination <i>Finance and Operations</i>	Task Type: Research Task <i>Marketing</i>	Task Type: Trial HSC Examination <i>All Topics</i>
Knowledge and understanding of course content	40	5	10	10	15
Stimulus-based skills	20	10			10
Inquiry and research	20			20	
Communication of business information, ideas and issues in appropriate forms	20	5	5		10
Marks	100	20	15	30	35

OUTCOMES

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
- H10 Applies mathematical concepts appropriately in business situations

ECONOMICS

NESA Mandatory Requirements: **No more than 50% weighting may be allocated to tests and examinations.**

	Outcomes	H1, H4, H7, H9, H10	H2, H4, H7, H8, H10, H11	H5, H6, H7, H8, H9, H10	H2, H4, H6, H7, H8, H10, H11
Components	Weighting	Task 1	Task 2	Task 3	Task 4
(syllabus)	(syllabus)	Week: 8 Term: 4 Friday December 1st CASE STUDY TASK	Week: 10/11 Term: 1 HSC Assessment Block	Week: 9 Term: 2 Federal Budget Task	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Research Task/In-class essay	Task Type: Half- Yearly Examination	Task Type: Research Task/In-class essay	Task Type: Trial HSC Examination
Knowledge and understanding of course content	40	5	15	5	15
Stimulus-based skills	20			10	10
Inquiry and research	20	10		10	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	20	20	30	30

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

LEGAL STUDIES

NESA Mandatory Requirements: **No more than 50% weighting may be allocated to tests and examinations.**

	Outcomes	H1, H2, H3, H8	H2, H3, H4, H7, H9	H1, H4, H8, H9, H10	H3, H7, H9, H10
Components	Weighting	Task 1	Task 2	Task 3	Task 4
(syllabus)	(syllabus)	Week: 7 Term: 4 Month: 22 November 2017	Week: 10/11 Term: 1 Month: March HSC ASSESSMENT BLOCK	Week: 8 Term: 2 Month: June RESEARCH TASK	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type: Writing Task	Task Type: Examination	Task Type: Research Task	Task Type: Trial HSC Examination
Knowledge and understanding of course content	60	10	10	20	20
Communication of Legal Studies information, issues and ideas in appropriate forms	20		10		10
Inquiry and research	20	10		10	
Marks	100	20	20	30	30

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

NESA Mandatory Requirements: **No more than 40% weighting may be allocated to tests and examinations**

	Outcomes	H1.1, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.5, H4.1, H4.2	H1.2, H2.1, H3.4, H3.5, H4.1, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2
Components	Weighting	Task 1	Task 2	Task 3	Task 4
(syllabus)	(syllabus)	Week: 8 Term: 4 Month: Thursday 30th November	Week: 10/11 Term: 1 Month: March HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: June	Week: 3 & 4 Term: 3 Month: July/August TRIAL HSC EXAMINATION
		Task Type/Name: Source-based in-class assessment	Task Type/Name: 10% Examination 10% Research preparation	Task Type/Name: Research Essay	Task Type/Name: Trial HSC Examination (All topics)
Knowledge and understanding of course content	40	5	5	10	20
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	5	5	5	5
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks	100	20	20	30	30

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
- H3.1 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

SOCIETY AND CULTURE

Components (Syllabus)	Outcomes Weighting (Syllabus)	H1, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10	H1, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10
		TASK 1	TASK 2	TASK 3	TASK 4
		Week: 6 Term: 4 Month: Friday 17th November, 2017 Task Type: Hand-in Justification of Research Methods	Week: 10/11 Term: 1 Month: April HSC Assessment Block Task Type: Half Yearly Examination	Week: 7 Term: 2 Month: June Task Type: Hand-in Research Task	Week: 3/4 Term: 3 Month: August HSC Assessment Block Task Type: Trial HSC Examination
Knowledge and understanding of course content	50	5	10	15	20
Application and evaluation of social and cultural research methods	30	15	-	10	5
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	25	15	30	30

OUTCOMES

A student:

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

WORK STUDIES 2 UNIT

Components (syllabus)	Outcomes	1, 2, 3, 5, 6, 7, 8, 9	7, 8, 9	2, 3, 4, 5, 6
	Weighting (syllabus)	Task 1	Task 2	Task 3
		Weeks: 10/11 Term: 1 Date: Exam Block	Week: 10 Term: 2 Date:	Week: 6 Term: 3 Date:
		Task Type: Half Yearly Exam	Task Type: Personal Budget Task	Task Type: Resume
Knowledge and Understanding	30	15	10	5
Skills	70	20	25	30
Marks %		35	30	35

OUTCOMES

A student:

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

DESIGN & TECHNOLOGY

TASK	Task 1	Task 2	Task 3	Task 4	
NATURE OF TASK	Project Proposal In Class - Presentation	Innovation Case Study Hand In - Report	Project Development and Realisation Hand In - Report	Trial HSC Examination Formal Examination	
TIMING	Term 4, Week 8 Monday 27th November	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 3-4	
OUTCOMES	H1.1, H1.2, H2.1, H3.2, H4.1, H4.3, H5.1, H5.2	H2.1, H2.2, H3.1, H5.2, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	All HSC Outcomes are Assessable	
COMPONENT					WEIGHTING
Innovation and emerging technologies	5	5	10	20	40
Designing and producing	15	15	20	10	60
TOTAL %	20	20	30	30	100

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 FURNISHING

TASK	Task 1	Task 2	Task 3	Task 4	
NATURE OF TASK	Major Project Stage 1 Hand In - Folio & Prototypes	Industry Study Hand In - Report	Project Development and Management Hand In - Report	Trial HSC Examination Formal Examination	
TIMING	01/12/2017 Term 4, Week 8	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 3–4	
OUTCOMES	H3.1, H3.2, H3.3, H4.3, H5.1, H5.2	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
COMPONENT					WEIGHTING
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the management, communication and production of projects	15	15	20	10	60
TOTAL %	20	20	30	30	100

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

FOOD TECHNOLOGY

TASK	Task 1	Task 2	Task 3	Task 4	
NATURE OF TASK	Australian Food Industry Case Study	Half Yearly Examination (Australian Food Industry and Food Manufacture)	Research Task and In Class Examination, Innovative Food Product	Trial Examination	
TIMING	Term 1, Week 2	Term 1, Week 10/11 (Exam Block)	Term 3, Week 1	Term 3, Week 3/4 (Trial Exam Block)	
OUTCOMES	H1.1, H1.2	H1.4, H3.1, H4.2	H2.1, H3.2, H4.1, H5.1	All Outcomes May Be Assessed	
COMPONENT					WEIGHTING
Knowledge and understanding of course content		10		10	20
Knowledge and skills in designing, researching, analysing and evaluating	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	5	10	10	5	30
Skills in designing, implementing and evaluating solutions to food situations			10	10	20
TOTAL %	15	25	30	30	100

OUTCOMES

A student:

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

TEXTILES AND DESIGN

TASK	Task 1	Task 2	Task 3	Task 4	
NATURE OF TASK	Contemporary Designer Research Task and MTP Progress Portfolio - Inspiration and Visual Design Development	Textiles Innovation Research Task	MTP Progress Portfolio - Investigation and Experimentation and MTP Progress Practical	Trial HSC Exam	
TIMING	Term 4, Week 9 Tuesday 5/12/17 Period 1	Term 1, Week 9 2018	Term 2, Week 8 2018		
OUTCOMES	H1.1, H1.2, H2.1, H2.2, H5.1, H5.2, H6.1	H3.1, H3.2, H5.2	H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	All Outcomes may be assessed	
COMPONENT					WEIGHTING
Knowledge and understanding of course content	10	15	5	20	50
Skills and knowledge in the design, manufacture and management of textiles projects	20		25	5	50
TOTAL %	30	15	30	25	100

OUTCOMES

A student:

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

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

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

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

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

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

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

H3.2 develops knowledge and awareness of emerging textile technologies

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

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

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

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

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

COMMUNITY AND FAMILY STUDIES

	Outcomes	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.2, H5.1, H6.2	H2.1, H3.2, H5.1, H5.2	H7.1, H7.2, H7.3, H7.4
Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 9 Term: 4 Month: December 4th 2017	Week: 10-11 Term: 1 Month: HSC ASSESSMENT BLOCK	Week: 5 Term: 2 Month: June	Week: 3-5 Term: 3 Month: HSC ASSESSMENT BLOCK
		Task Type: IRP	Task Type: Examination	Task Type: Investigation of support service	Task Type: Trial HSC Examination
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities 	35		10	10	15
Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	40	10	10	10	10
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	25	5	5	10	5
Marks	100	15	25	30	30

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

	Outcomes	H1, H2, H3, H4, H14, H16	H1-H5, H7-H9, H14-H17	H7, H8, H10, H16	H1-H5, H7-H17
Component (syllabus)	Weighting (syllabus)	Task 1	Task 2	Task 3	Task 4
		Week: 7 Term: 4 Date: 24/11/17	Week: 10-11 Term: 1 Month: March HSC ASSESSMENT BLOCK	Week: 9 Term: 2 Month: June	Week: 3-5 Term: 3 Month: August TRIAL HSC ASSESSMENT BLOCK
		Task Type: Research task on health priority issue	Task Type: Examination	Task Type: Written Task FAP	Task Type: Trial HSC Examination (All topics)
Knowledge and understanding of: <ul style="list-style-type: none"> factors that affect health the way the body moves 	40	10	10	10	10
Skills in: <ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity 	30	5	5	10	10
Skills in critical thinking, research and analysis	30	10	5	5	10
Marks	100	25	20	25	30

OUTCOMES

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

DRAMA

Syllabus Components	Outcomes	H1.1, H1.2, H1.3, H1.5, H1.7, H2.2, H2.3, H2.4, H2.5, H3.1, H3.2, H3.3,	H1.1, H1.2, H1.3, H1.5, H1.7, H2.2, H2.3, H3.1, H3.2, H3.3,	H1.2, H1.3, H1.5, H1.7, H1.9, H2.1, H2.2,	H1.1, H1.2, H1.3, H1.4, H1.6, H1.8, H1.9, H2.1, H2.2, H2.3,	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2,	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H3.1, H3.2, H3.3,
		TASK 1 (HI/PR)	TASK 2 (HI/PR)	TASK 3 (HI/PR)	TASK 4 (HI/PR)	TASK 5 (Part 1) (HI/PR)	TASK 5 (Part 2) (IC)
	Weighting % (Syllabus)	Term: 4 Week: 7 Date: 24/11 Period: 2 Task Type / Name: Performance & Written (Australian Theatre)	Term: 1 Week: 10/11 Date: Period: Half Yearly Exam Block Task Type / Name: Performance & Written (Black Comedy)	Term: 2 Week: 2 Date: Period: Task Type / Name: Individual Project Development	Term: 2 Week: 4 Date: Period: Task Type / Name: Group Performance Development	Term: 2 Week: 10 Date: TBD Period: TBD Task Type / Name: Trial Group and Individual Performance	Term: 3 Week: 3/4 Date: Period: Trials Block Task Type / Name: Trial HSC Written Examination
<i>Making</i>	40%	10%	10%	5%	5%	10%	
<i>Performing</i>	30%	5%	5%	5%	5%	10%	
<i>Critically studying</i>	30%	5%	5%				20%
MARKS	100	20	20	10	10		40

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

	Outcomes (Syllabus)	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
Component (Syllabus)	Weighting (Syllabus)	TASK 1 (HI/PR)	TASK 2 (IC/PR)	TASK 3 (HI/IC/PR)	TASK 4 (HI/IC/PR)	TASK 5 (HI/IC/PR)
		Week: 8 Month: Wednesday November 29 Pds 1-4 Term: 4	Weeks: 10 & 11 Term: 1 EXAM BLOCK	Week: 5 Term: 2 Period: Date:	Week: 9 Term: 2 Period: Date:	Weeks: 3-5 Term: 3 TRIALS
		Task Type/Name: Composition Core Viva Voce Core	Task Type/Name: Half Yearly Examination	Task Type / Name: Elective 2	Task Type / Name: Elective 3	Task Type / Name: Trial HSC
Performance Core	10%		5%			5%
Composition Core	10%	10				
Musicology Core	10%	10				
Aural Core	25%		10%			15%
Elective 1	15%		10%			5%
Elective 2	15%			10%		5%
Elective 3	15%				10%	5%
Marks	100	20	25%	10%	10%	35%

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

MUSIC 2

	Outcomes (Syllabus)	H5, H6, H7,	H1, H5, H6, H7, H10, H11, H12	H2, H3, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12
Component (Syllabus)	Weighting (Syllabus)	TASK 1 (HI/PR)	TASK 2 (IC/PR)	TASK 3 (HI/IC/PR)	TASK 4 (HI/IC/PR)	TASK 5 (HI/IC/PR)
		Weeks: 8 Month: Wednesday November 29 Pds 1-4 Term: 4	Weeks: 10 & 11 Term: 1 EXAM BLOCK	Week: 5 Term: 2 Period: Date:	Week: 9 Term: 2 Period: Date:	Weeks: 3-5 Term: 3 TRIALS
		Task Type / Name: Musicology / Viva Voce Core	Task Type/Name: Half Yearly Examination	Task Type/Name: Composition Core	Task Type/Name: Elective : Choice of Musicology, Performance or Composition	Task Type/Name: Trial HSC
Performance Core	20%		10%			10%
Composition Core	20%			20%		
Musicology Core	20%	20				
Aural Core	20%		10%			10%
Elective	20%				10%	10%
Marks	100	20	20%	20%	10%	30%

OUTCOMES

A student:

- H1 performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 performs as a means of self expression and communication
- H11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 demonstrates a willingness to accept and use constructive criticism

VISUAL ARTS

ESA Mandatory Requirements:

	Outcomes (Syllabus)	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Components (Syllabus)	Weighting (Syllabus)	TASK 1 (HI/IC)	TASK 2 (IC)	TASK 3 (HI)	TASK 4 (IC)
		Term: 1 Week: 4 19-23 Feb PANEL INTERVIEW PRESENTATION - BOW	Term: 1 Week: 10/11 Exam Timetable HALF YEARLY EXAMINATION BLOCK	Term: 3 Week: 1 23-27 Feb BOW FINAL SUBMISSION	Term: 3 Week: 3/4 Exam Timetable TRIAL HSC EXAMINATION
		Task Type/Name: VAPD BOW Investigation and proposal	Task Type/Name: Half Yearly Examination <i>Critical & Historical Studies Exam</i>	Task Type/Name: 95% BOW Submission	Task Type/Name: Trial HSC Examination <i>Critical & Historical Studies Exam</i>
Critical & Historical Studies	50%		20		30
Artmaking	50%	20		30	

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

CERTIFICATE II IN BUSINESS SERVICES

BSB20115

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 NESA'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.*

CERTIFICATE II IN BUSINESS

BSB20115

Units of competencies assessed in the HSC course are:

BSBINN201	Contribute to Workplace Innovation
BSBSUS201	Participate in Environmentally Sustainable Work Practices
BSBIND201	Work Effectively in a Business Environment
BSBCUS201	Deliver a Service to Customers
TLIP2029	Prepare and Process Financial Documents
BSBITU307	Develop Keyboarding Speed and Accuracy
BSBITU202	Create and Use Spreadsheets
BSBINM202	Handle Mail

CERTIFICATE II IN BUSINESS

BSB20115

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 based on the mandatory units:

- Customer service
- Financial records
- Innovation
- Safety
- Sustainability
- Working in the business services industry and workplace
- Workplace information.

CERTIFICATE II IN CONSTRUCTION

CPC20112

Assessment Item	Weighting %
Trial HSC Exam Written Examination	100%

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 NESA's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/construction.html

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CERTIFICATE II IN CONSTRUCTION

CPC20112

Units of competencies assessed in the HSC course are:

CPCCCM1013A	Plan and Organise work
CPCCCM1014A	Conduct Workplace Communication
CPCCWF2001A	Handle Wall and Floor Tiling Materials
CPCCCA2003A	Erect & Dismantle Formwork for Footings & Slabs on Ground
CPCCWF2002A	Use Wall & Floor Tiling Tools and Equipment
CPCCCO2013A	Carry out Concreting to Simple Forms
CPCCCM1012A	Work effectively and sustainability in the Construction industry

CERTIFICATE II IN CONSTRUCTION

CPC20112

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:

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

CERTIFICATE II IN KITCHEN OPERATIONS

SIT20416

VET Hospitality

Assessment Item	Weighting %
Trial HSC Exam Written Examination	100%

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 NESA's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/hospitality.html.

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CERTIFICATE II IN KITCHEN OPERATIONS

SIT20416

Units of competencies assessed in the HSC course are

SITHFAB005	Prepare and serve espresso coffee
SITHCCC003	Prepare sandwiches
SITHCCC006	Produce appetisers and salads
SITHCCC011	Use cookery skills effectively
SITXINV002	Maintain the quality of perishable items
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry
SITHCCC005	Prepare dishes using basic methods of cookery

HSC EXAMINATION: HOSPITALITY

The HSC examination in Hospitality is optional. Only students who have completed the Hospitality (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).

Students undertaking the 240 indicative hour course from the Hospitality Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

Focus area	Unit code	Unit title
Hygiene	SITXFSA001	Use hygienic practices for food safety
Safety	SITXWHS001	Participate in safe work practices
Working in the hospitality industry and workplace	BSBWOR203	Work effectively with others
	SITHIND002	Source and use information on the hospitality industry

Kitchen Operations	SITHCCC001	Use food preparation equipment
	SITHCCC005	Prepare dishes using basic methods of cookery
	SITHKOP001	Clean kitchen premises and equipment
	SITXFSA002	Participate in safe food handling practices

CERTIFICATE II IN INFORMATION DIGITAL TECHNOLOGIES

Statement of Attainment towards Certificate III in Information, Digital Media and Technology Applications (ICT30115)

Assessment Item	Weighting %
Trial HSC Exam Written Examination	100%

Assessment Requirements and Advice

Competency-based assessment

The VET courses within the Information Digital Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Information Digital Curriculum Framework is contained in the *Assessment and Reporting in Information Digital Curriculum Stage 6* document. This document, as well as other resources and advice related to assessment in Business Services Stage 6, is available at NESA's website:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/information-digital-technology.html#syllabus

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CERTIFICATE II IN INFORMATION DIGITAL TECHNOLOGIES

Statement of Attainment towards Certificate III in Information, Digital Media and Technology Applications (ICT30115)

Units of competencies assessed in the HSC course are:

ICAICT301A	Create user documentation
ICAICT203A	OPERATE APPLICATION SOFTWARE PACKAGES
ICAICT308A	USE ADVANCED FEATURES OF COMPUTER APPLICATIONS
ICAWEB302A	BUILD SIMPLE WEBSITES USING COMMERCIAL PROGRAMS
ICAWEB303A	PRODUCE DIGITAL IMAGES FOR THE WEB

CERTIFICATE II IN INFORMATION DIGITAL TECHNOLOGIES

Statement of Attainment towards Certificate III in Information, Digital Media and Technology Applications (ICT30115)

HSC examination: Information and Digital Technologies

The HSC examination in IDT is optional. Only students who have completed the Information and Digital Technology Curriculum (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:

Focus area	Unit code	Unit title
Working in the industry	ICAICT202A	Work and communicate effectively in an IT environment
Operating system software	ICAICT302A	Install and optimise operating system software
Diagnostic testing	ICASAS301A	Run standard diagnostic tests
Safety	BSBWHS304A	Participate effectively in WHS communication and consultation processes
Web and software applications	ICAICT203A	Operate application software packages
	ICAICT308A	Use advanced features of computer applications
	ICAWEB302A	Build simple websites using commercial programs

CERTIFICATE III IN RETAIL SERVICES SIR30216

Assessment Item	Weighting %
Trial HSC Exam Written Examination	100%

Assessment Requirements and Advice

Competency-based assessment

The VET courses within the Retail Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Retail Framework is contained in the *Assessment and Reporting in Retail Stage 6* document. This document, as well as other resources and advice related to assessment in Business Services Stage 6, is available at NESA's website:

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/retail-services-syllabus-18.pdf

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CERTIFICATE III IN RETAIL SERVICES

SIR30216

Units of competencies assessed in the HSC course are:

SIRXCEG003	Build Customer Relationships and Loyalty
SIRRINV001	Receive and Handle Retail Stock
SIRRRTF001	Balance and Secure Point-of-Sale Terminal
SIRXPDK001	Advise on Products and Services
SIRXSLS001	Sell to the Retail Customer
SIRXSLS002	Follow Point-of-Sale Procedures
SIRXRSK001	Identify and Respond to Security Risks
SIRRMER001	Produce Visual Merchandise Displays

CERTIFICATE III IN RETAIL SERVICES

SIR30216

HSC examination: Retail

The HSC examination in Retail is optional. Only students who have completed the Retail Curriculum (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:

Focus area	Unit code	Unit title
Customer service	SIRCCCS001	Interact with pharmacy customers
	or SIRXCEG001	Engage the customer
Safety	HLTWHS001	Participate in workplace health and safety
	or SIRXWHS002	Contribute to workplace health and safety
Sales and security	SIRXRSK001	Identify and respond to security risks
	SIRXSLS001	Sell to the retail customer
	SIRXSLS002	Follow point-of-sale procedures
Working in the industry	SIRXIND001	Work effectively in a customer service environment
	and SIRXCOM002	Work effectively in a team
General Selling	SIRRMER001	Produce Visual Merchandise Displays
	SIRXPDK001	Advise on Products and Services