



**NOWRA**  
HIGH SCHOOL

# **YEAR 12**

# **ASSESSMENT**

# **BOOKLET**



# Year 12 Assessment Booklet

## *Information for Higher School Certificate Students 2018-2019*

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## Nowra High School - Assessment Policy

### **1. NSW EDUCATIONAL STANDARDS AUTHORITY (NESA)**

#### **A. What is the difference between Preliminary HSC and HSC Courses?**

Preliminary Higher School Certificate (HSC) courses are studied before HSC courses in a subject. Preliminary HSC course work is regarded as assumed knowledge for the award of the Higher School Certificate although the major focus of the HSC exam is on the HSC course. Students must have satisfactorily completed the Preliminary HSC Course for a subject before being considered eligible for entry into an HSC course. HSC courses begin in Term 4 of the year preceding the year in which the subject will be examined at HSC level.

#### **B. What Does "Satisfactorily Completed" Mean?**

To be eligible for the award of the Higher School Certificate, you must:

- i. Have a satisfactory record of attendance. As a general rule, a student who has missed in excess of 15% of the available school days is not likely to have achieved the outcomes established for the course and therefore, would not be deemed to have satisfactorily completed a HSC course.
- ii. Complete the requirements of the course as specified by the syllabus. This includes mandatory oral and practical work, and work placements for School VET and/or TAFE VET.
- iii. Make a serious attempt at assessment tasks which contribute to more than 50% of available school assessment marks.
- iv. Make a serious attempt at all exams set as part of the assessment program.

Satisfactory study of a course involves not only the completion of assessment tasks but satisfactory participation and progress in ALL aspects of that course.

If the Principal considers that you have not satisfactorily completed a Preliminary HSC Course, you may be considered ineligible for entry into the HSC course for that subject.

The NESA expects students to undertake all assigned assessment tasks. Failure to complete assessment tasks will jeopardise your satisfactory completion of HSC courses.

**C. HSC Course Assessment Mark** Your HSC course assessment will be based on your performance in what are called "assessment tasks". Schools are required to set tasks which will be used to measure your performance in all the components of a course specified by the NSW Educational Standards Authority, not just those which can be measured in an examination. This means that you will be assessed on field work, research skills, lab work, extended essays, oral work etc.

The individual components of a course have a weighting specified by the NSW Educational Standards Authority (NESA). These weightings form the basis of the assessment schemes formulated by Nowra High School, which are explained in the subject guides following these introductory notes.

**Important Note:**

*The NSW Educational Standards Authority (NESA) expects students to undertake all assessment tasks assigned to them. Failure to complete assessment tasks will jeopardise your satisfactory completion of HSC courses.*

**D. Vocational Education and Training (VET) course information:**

**Qualifications**

Students who are assessed as competent in all units delivered as part of their course will be eligible for an Australian Qualifications Framework (AQF) Certificate. Students who do not achieve competency in all units will be eligible for a Statement of Attainment towards a Certificate.

**Competency based assessment**

The courses within the VET Curriculum Framework are competency-based courses. The NESA and VET Quality Framework require that competency-based approach to assessment is used. Assessment must meet the requirements of the subject training package. Students in VET courses work to develop competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students are judged based on their performance against a prescribed standard, not the performance of other students. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

**N determinations**

If a student receives an N-determination, the course will not count towards the HSC; however, units of competency achieved will still count towards an AQF VET Statement of Attainment.

**External Assessment (optional HSC examination)**

Students completing a VET course are eligible to sit a written HSC examination which may be used in the calculation of an Australian Tertiary Admission Rank (ATAR). The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment or Certificate.

**Work Placement**

Work placement is a mandatory HSC requirement within the VET Curriculum Framework and appropriate hours have been assigned to each HSC VET course within the Framework according to the qualification being undertaken. Non-completion of work placement is grounds for issuing an N-determination and withholding the course.

**E. Advice for students about HSC assessment** Students will find information and advice about HSC assessment in the [Assessment section of the NESA Students Online \(http://studentonline.nesa.nsw.edu.au/\)](http://studentonline.nesa.nsw.edu.au/) website. Information includes what to expect with assessment tasks, what assessment ranks are and how to check them after the exams, and the guide to completing assessment tasks honestly and with confidence.

## Nowra High School - Assessment Policy

### 2. ASSESSMENT POLICY AND PROCEDURES

#### A. When Does Assessment Occur?

- i. Assessment in Higher School Certificate courses begins in Term 4 of the preceding year and continues until the end of Term 3 of the HSC year. Specific details are given in the individual subject guides, which follow these introductory notes.
- ii. In subjects where the timing of assessment tasks is not specified in this manual, a timetable of assessment tasks will be negotiated between students and the class teacher. Any clashes, overloads, etc. will be dealt with by the Deputy Principal supervising your year.
- iii. The times specified in this manual are a guide only. NHS reserves the right to make any changes as are deemed necessary. You will be notified of any changes.
- iv. You will be provided with an assessment notification indicating the exact date and nature of an assessment task **at least five school days** before the task.
- v. You should enter all tasks on a yearly assessment planner. **Should details of an assessment task be given when you are absent, it is YOUR responsibility to ensure that you find out those details on your return to school.** Make sure you check with your teacher to determine if there have been any changes to the assessment schedule when you return to school.

#### B. NHS HSC Academic Malpractice Policy 2017

The following policy is to be read in conjunction with the completion of the NESA endorsed All My Own Work Modules and other supporting documents in the ACE Manual.  
<http://ace.nesa.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity through support and guidance to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful manner; are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, it will result in students **receiving a zero mark for the task** and this may jeopardise their Higher School Certificate.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>

## 1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates, but is not limited to, dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

### 1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

**1.2 Fabrication of results** includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

**1.3 Plagiarism** occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the Harvard Referencing Guide. For correct citation guidelines see Appendix A or visit the following website [https://library.sydney.edu.au/subjects/downloads/citation/Harvard\\_Complete.pdf](https://library.sydney.edu.au/subjects/downloads/citation/Harvard_Complete.pdf)

This category of academic malpractice includes but is not limited to;

- a) Collusion; preparing work with one or more students, or in a group, and presenting this work as their own which can include;
  - Preparing a piece of work together
  - Working together to determine a methods/approach to an assessment task
  - Distribution of questions and/or answers from completed assessment tasks.
- b) Obtaining or requesting a piece of work, which is not his/her own and representing it as if it were, by:
  - Engaging the use of commercial services including the internet for pre-written or specially prepared work;
  - Use of another person's work for example a peer or person who is not a member of the school.
- c) Self-plagiarism, reusing your own work previously submitted in another assessment task;
- d) Paraphrasing a paper either in electronic or printed form, without appropriate citation; See Appendix 4 for citation guidelines;

e) Direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;

f) Submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

## 2. Consequences of Academic Malpractice

a) If you are guilty of malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.

b) Although you will receive no marks, you will need to resubmit the task in order to meet NESA requirements for the satisfactory completion of assessment tasks leading to the award of the HSC.

c) Parents/carers will be informed.

d) Repeated instances of malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

## C. What Do I Need To Know About Assessment Tasks?

i. These may take the form of an assignment, project, research essay, written task, class essay, practical work, field work, oral presentation or report, skills test, topic test, open book test, examination etc.

- ii.
- (a) All tasks are to be submitted and/or sat, on or by the **due date**.
  - (b) If for some reason you are unable to submit the task or attend school you must ring the school to notify of your absence on the day of the due date.
  - (c) It remains your responsibility to ensure the task is submitted and a valid acknowledgment of receipt provided
  - (d) HSC externally marked assessments must be submitted on the due date set down by NESA
  - (e) If an assessment task is not submitted on the due date a medical certificate and/or other supporting documentation must be provided, justifying late submission of the task covering the entire period of absence. This must be attached to a completed "Assessment Missed Due to Illness/Misadventure" form (Appendix 1).
  - (f) If you know in advance that you will be unable to attend school or submit an assessment task on the due date because of school or other business, it is your responsibility to submit an "Assessment To Be Missed Due to School/Other Business" form (Appendix 2) to the Head Teacher or Subject coordinator concerned before the due date. However, leave will NOT automatically be granted simply because an application is made.
  - (g) If for some reason you are unable to sit an assessment task because of an unexpected illness or exceptional circumstances, a written application for leave should be lodged with the Deputy Principal for Year 12 on your first day of return to school after the assessment task. The application should be written on the form, "Assessment Missed Due to Illness/Misadventure" (Appendix 1) and it should be accompanied by appropriate corroborating evidence such as a medical certificate. If leave is granted, the Deputy Principal will authorise you to approach the Head Teacher concerned, who will organise another time for you to complete the assessment task, at the earliest opportunity.



- (h) The Department of Education (DOE) requires that application for special leave must be lodged with the Principal for consideration. However, leave will not be automatically granted simply because an application has been made.
  - (i) If leave is granted, you will either be given the same task, a substitute task, or, if the missed task is difficult to duplicate, the Principal will authorise the use of an estimate based on other appropriate evidence.
- iii. Extensions for take home assessment tasks will only be considered if written application is made to your class teacher prior to the due date, giving a valid reason for the request on the form "Application for Assessment Extension" (Appendix 3). Approval for extension will be authorised by the Head Teacher for the subject. In all cases, an extension will NOT automatically be granted simply because an application is made.
- iv. Where an assessment task is submitted after the due date, or an application for leave has not been approved, or if your application for an extension has not been granted, **you will be awarded a 'Zero' mark.**
- v. If you fail to submit or sit an assessment task you will receive zero. Although you will receive no marks you are required to satisfactorily complete the task in order to meet NESA requirements for the satisfactory completion of assessment tasks leading to the award of the HSC.
- vi. The work submitted must be your own. For this reason, you may be asked to discuss your assessment task with your teacher either before or after you submit the final draft for marking.
- vii. Even if you submit a task on time, if it is inadequate and deemed by your teacher to be a "Non-Serious Attempt", as far as "satisfactory completion" of the course is concerned, then it will be deemed that you have not submitted the task. In this case, you will receive zero and you will receive an N Warning for this task and will be required to re-sit or re-submit the task.
- viii. Students cannot absent themselves from timetabled classes to complete assessment tasks. This type of action will be treated as truancy and dealt with accordingly.

## D. What Rules apply to Assessment Tasks?

The following rules laid down by the NSW Educational Standards Authority apply to the HSC, and all assessment tasks conducted at NHS, including Half-Yearly and Trial HSC examinations.

### You must:

Follow the teacher/supervisor's instructions and behave in a polite and courteous manner towards the teacher/supervisor(s) and other candidates.

### You must NOT:

- (a) Take a mobile electronic device into the assessment room. Mobile electronic devices must be switched off and left in bags
- (b) Eat during an assessment task
- (c) Speak to any person other than the supervisor during an assessment
- (d) Behave in any way likely to disturb the work of other candidates or upset the conduct of the assessment
- (e) Attend an assessment while under the influence of alcohol or illegal drugs

- (f) Take into the assessment room any books, notes or equipment other than those specified before the examination/assessment
- (g) Cheat, or in any other way behave dishonestly during an assessment.

If you do not comply with the rules set down for assessment tasks, your assessment may be cancelled and action taken under the NHS Welfare and Discipline Policy.

## **E What else do I have to do to complete the HSC course?**

In addition to assessment tasks, you will be given other tasks which are an integral part of the learning process. If you fail to complete these task within the given time frame, and to a satisfactory standard, you risk being deemed to have not satisfactorily completed the HSC course and may receive an N-warning notification. This could put you at risk of not satisfactorily meeting course requirements as set down for the HSC by NESAs.

## **F. When is a non-completion ('N') warning letter issued?**

A 'N' (non-completion of course requirements) Warning Letter may be issued in the following circumstance

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to school.
- A student is found to be cheating in an assessment task.
- A student is deemed to have breached principles of academic integrity and ethical scholarship.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.

## **G. What is the process for the review/appeal of an assessment task?**

- i. Marks gained in assessment tasks can only be queried at the time the tasks are returned to you. In the first instance you should approach your classroom teacher and/or the Head Teacher of the subject for a mark review.
- ii. If you wish to request an appeal you need to lodge your appeal on the "Assessment Appeal" form available from the Deputy Principal supervising Year 12. This form will be forwarded to the Assessment Review Panel
- iii. Any review undertaken will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.
- iv. All completed appeal forms will be considered by the Assessment Review Panel.
- v. The panel's decision will be final, noted on the student submitted appeal form and the student will be informed by a representative of the panel or the Head Teacher for the course.

## **H. Principal's Decision**

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

## **I. What about TVET Assessment?**

- i. Students undertaking a TAFE VET (TVET) course(s) will be given details of the assessment program in that course by their VET teacher.

## **J. Where to Get Advice**

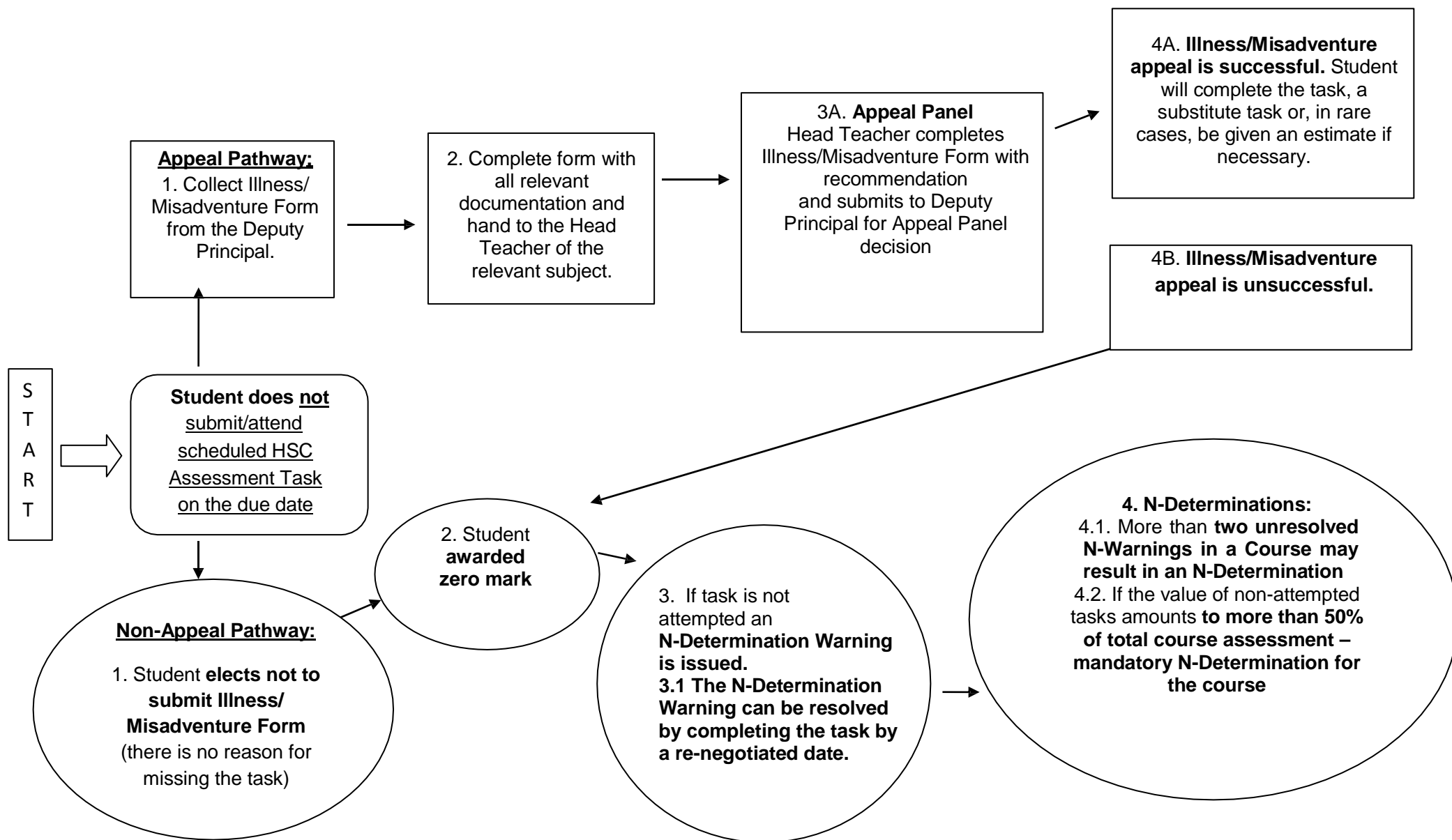
- Deputy Principal in charge of Year 12, Yr 12 Year Adviser, Careers Adviser
- The Head Teacher or Subject Co-ordinator of the course concerned, or your class teacher.

## **K. What are my Responsibilities?**

It is your responsibility to:

- i. Familiarise yourself with the NESA requirements for the satisfactory completion of a course and for satisfactory attendance (and comply with them).
- ii. Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
- iii. Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet and on the NHS website and abide by them.
- iv.. Ensure that you do not interfere with the progress of other students.
- v. Make a genuine attempt at all assessment tasks.

## ASSESSMENT NON-SUBMISSION FLOW CHART



# Aboriginal Studies – HSC Course Assessment

## COURSE DESCRIPTION:

The HSC course provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

## Assessment Schedule and Weightings

	Human Rights and Social Justice	Task 2	Task 3	Task 4	
	Source Analysis	Major Project	Heritage & Identity Media File	Trial HSC Exam	
	Term 4, Week 9	Term 1, Week 11	Term 2, Week 9	Term 3, Week 2-3	
	H1.1, H1.2, H1.3, H3.1, H3.2	H4.1, H4.2, H4.3	H1.3, H2.1, H2.2	H1.1, H1.2 H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3	
Component					Weighting
Knowledge & understanding of course content	10%	5%	5%	20%	40%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5%	15%	5%		25%
Research and inquiry methods, including aspects of the Major Project		15%	5%		20%
Communication of information, ideas and issues in appropriate forms		5%	5%	5%	15%
<b>Weighting</b>	15%	40%	20%	25%	100%

## Outcomes

### A student develops the skills to:

H1.1	evaluate the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
H1.2	analyse and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
H1.3	assess the representation of Aboriginal peoples and cultures for bias and stereotyping
H2.1	examine contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
H2.2	analyse the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
H3.1	assess the effectiveness of government policies, legislation and legal decisions in addressing discrimination
H3.2	evaluate the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
H3.3	evaluate initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
H4.1	plan, investigate, analyse, synthesise and communicate relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
H4.2	undertake community consultation and fieldwork and applies ethical research practices
H4.3	investigate and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# Agriculture - HSC Course Assessment

## COURSE DESCRIPTION

The HSC Course examines the complexity and scientific principles of the components of agricultural production. It places greater emphasis on farm management to maximize productivity and environmental sustainability. The Farm Product Study is used as a basis for analyzing and addressing social, environmental and economic issues as they relate to sustainability.

## Assessment Components and Weightings

		Task 1	Task 2	Task 3	Task 4	
		Skills Farm Product Study	Half-Yearly Exam	Plant/Animal Production Prac	Trial HSC Exam	
HSC Outcomes	Dates	Term 4 Week 8 2018	Term 1, Weeks 10-11 2019	Term 2 Week 6 2019	Term 3 Trial Exam Period 2019	
	Component					Weighting
H1.1, H5.1	Knowledge and Understanding – Agricultural Production Systems – the impact of innovation, ethics and current issues	10%	15%		15%	40%
H2.1, H2.2, H3.1, H3.2, H3.3, H3.4,	Knowledge, understanding and skills required to manage agricultural systems. Knowledge of, and skills used in sustainable agricultural production and marketing.	20%	5%		15%	40%
H4.1	Skill in effective research, experimentation and Research			20%		20%
	<b>Marks</b>	30%	20%	20%	30%	100%

### Outcomes

A student develops the skills to:

H1.1	Explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	Describes the inputs, processes and interactions of plant production systems
H2.2	Describes the inputs, processes and interactions of animal production systems
H3.1	Assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.2	Critically assesses the marketing of a plant OR animal product
H3.3	Critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
H3.4	Evaluates the management of the processes in agricultural systems
H4.1	Justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
H5.1	Evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

# Ancient History – HSC Course Assessment

## COURSE DESCRIPTION:

The Year 12 course provides students with opportunities to apply their understanding of archaeological and written sources and relevant issues in the investigation of the ancient past. Through a core study, students investigate the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past. They also study the key features and sources of an ancient society, personality and historical period.

## Assessment Schedule and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Source Analysis Task ○ Ancient Society Study	Historical Inquiry ○ Historical Period Study	Topic Test ○ Personality Study	Trial HSC Exam ○ Ancient Society ○ Historical Period Study ○ Personality Study ○ Core: Cites of Vesuvius	
	Term 4, Week 9	Term 1, Week 7-8	Term 2, Week 7	Term 3, Week 2-3	
Outcomes	AH12-4, AH12-5, AH12-6, AH12-7	AH12-1, AH12-2, AH12-3, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-8, AH12-9	AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Component					Weighting
Communication		5%	5%	10%	20%
Historical Inquiry		15%	5%		20%
Source-Based Skills	15%			5%	20%
Knowledge and Understanding	10%	5%	15%	10%	40%
Weighting	25%	25%	25%	25%	100%

## Outcomes

A student develops the skills to:

- AH12-1 account for the nature of continuity and change in the ancient world
- AH12-2 propose arguments about the varying causes and effects of events and developments
- AH12-3 evaluate the role of historical features, individuals and groups in shaping the past
- AH12-4 analyse the different perspectives of individuals and groups in their historical context
- AH12-5 assess the significance of historical features, people, places, events and developments of the ancient world
- AH12-6 analyse and interpret different types of sources for evidence to support an historical account or argument
- AH12-7 discuss and evaluate differing interpretations and representations of the past
- AH12-8 plan and conduct historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9 communicate historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10 analyse issues relating to the ownership, custodianship and conservation of the ancient past

# Biology - HSC Course Assessment

## COURSE DESCRIPTION:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Depth Study	Examination	Research	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10-11	Term 2, Week 6	Term 3, Exam period	
Outcome	12-2, 12-3, 12-5, 12-6, 12-7, 12-12	12-1, 12-4, 12-5, 12-12, 12-13	12-7, 12-14, 12-15	12-12, 12-13, 12-14, 12-15	
Component					Weighting %
Knowledge and Understanding	5	10	5	20	40
Skills in Questioning & predicting, planning investigations, processing data & information, analyzing data & information, problem solving & communicating	25	10	15	10	60
<b>Weighting %</b>	30	20	20	30	100

## Outcomes

A student develops the skills to:

BIO12-1	Questioning & predicting – develops and evaluates questions and hypotheses for scientific investigation
BIO 12-2	Planning investigations – designs and evaluates investigations in order to obtain primary and secondary data and information
BIO 12-3	Conducting investigations – conducts investigations to collect valid and reliable primary and secondary data and information
BIO 12-4	Processing data and information – selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO 12-5	Analysing data and information – analyses and evaluates primary and secondary data and information
BIO 12-6	Problem solving solves scientific problems using primary and secondary data and information
BIO 12-7	Communicating – communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO 12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO 12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO 12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO 12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



# Business Studies - HSC Course Assessment

## COURSE DESCRIPTION:

Business activity is a feature of everyone's life. The Business Studies syllabus encompasses the theoretical and practical aspects of business in ways students will encounter throughout their lives. It offers learning from the planning of a small business to the management of operations, marketing, finance and human resource in a large business.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Extended Response In class operations	Half Yearly Test	Case Study	Trial HSC Exam Finance, Operations, Human Resources, Marketing	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Exam Period 2/3	
	H6, H9, H10	H1, H2, H4, H8, H9	H1, H2, H3, H4, H7, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Component					Weighting
Knowledge and Understanding of Course Content	10%	10%	5%	15%	40%
Stimulus Based Skills			10%	10%	20%
Inquiry and Research	10%	10%			20%
Communication of Business Information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Weighting</b>	25%	25%	20%	30%	100%

## Outcomes

A student develops the skills to:

H1	Critically analyse the role of business in Australia and globally
H2	Evaluate management strategies in response to changes in internal and external influences
H3	Discuss the social and ethical responsibilities of management
H4	Analyse business functions and processes in large and global businesses
H5	Explain management strategies and their impact on businesses
H6	Evaluate the effectiveness of management in the performance of businesses
H7	Plan and conduct investigations into contemporary business issues
H8	Organise and evaluate information for actual and hypothetical business situations
H9	Communicate business information, issues and concepts in appropriate formats
H10	Apply mathematical concepts appropriately in business situations

# CHEMISTRY - HSC Course Assessment

## COURSE DESCRIPTION

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

## Assessment Components and Weightings

		Task 1	Task 2	Task 3	Task 4	Weighting
		Depth Study	Mid Course Examination	Practical Task	Trial Examination	
Component	Outcome	Term 4 Week 11	Term 1 Week 10-11	Term 2 Week 10	Term 3 Week 2-3	
Skills: Questioning and predictions, Planning investigations, Processing data and information, Problem solving, Communicating	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7	40%	15%	20%	25%	60%
		30%	5%	20%	5%	
Knowledge and Understanding	CH12-12 CH12-13 CH12-14 CH12-15	10%	10%		20%	40%

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

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

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

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

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

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

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

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

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

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

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

# Community and Family Studies - HSC Course Assessment

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	<b>Independent Research Project</b>	<b>Investigation</b> Issues of concern for a groups within the community	<b>Scenarios</b> Preparations for becoming a parent or carer	<b>Trial HSC Exam</b>	
	<b>Term 4, Week 8</b>	<b>Term 1, Week 5</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 2/3</b>	
	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3	H2.1 to H3.2, H5.1, H5.2, H6.1	H1.1 to H6.2	
<b>Component</b>					<b>Weighting</b>
Knowledge and Understanding of course content	10%	10%	10%	10%	40%
Skills in critical thinking, research methodology, analyzing and communicating	10%	15%	15%	20%	60%
<b>Weighting</b>	20%	25%	25%	30%	100%

## Outcomes

A student develops the skills to:

H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	Analyses different approaches to parenting and caring relationships
H2.2	Evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	Evaluates networks available to individuals, groups and families within communities
H3.3	Critically analyses the role of policy and community structures in supporting diversity
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	Justifies and applies appropriate research methodologies
H4.2	Communicates ideas, debates issues and justifies opinions
H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	Analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

# Dance - HSC Course Assessment

## COURSE DESCRIPTION

Students undertake a study of Dance as an art form. There is an equal emphasis on the components of Performance, Composition and Appreciation in the study of Dance. Students studying Dance bring with them a wide range of prior dance experience. Physical training and preparation of the body is fundamental and of paramount importance to the course and informs all three components of the course.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	Weighting %
	Development of Core Composition	Core Performance	Elective 1 of 5 options	Trial HSC Exam	
	Term 4, Week 8	Term 1, Week 6	Term 2, week 8	Term 3, Exam Period 2/3	
Component	H1.1, H3.1, H3.2, H3.3, H3.4	H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H2.1, H2.2,	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.5	
Core Performance		15		5	20
Core Composition	15			5	20
Core Appreciation				20	20
Major Study			20	20	40
Weighting %	15	15	20	50	100

## Outcomes

A student develops the skills to:

H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
H1.2	performs, composes and appreciates dance as an artform
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
H2.1	understands performance quality, interpretation and style relating to dance performance
H2.2	performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
H2.3	values the diversity of dance performance.
H3.1	identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
H3.2	demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
H3.3	recognises and values the role of dance in achieving individual expression
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
H4.1	understands the concept of differing artistic, social and cultural contexts of dance
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works
H4.3	utilises the skills of research and analysis to examine dance as an artform
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
H4.5	acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

# Design and Technology – HSC Course Assessment

## Course Description

The study of Design and Technology Stage 6 develops conceptual understanding and enables students to creatively apply these to specific technological endeavours through design projects. It also seeks to develop students' appreciation of the historical and cultural influences on design and the interrelationships of design, technology, society and the environment.

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 6	Term 1, Week 4	Term 2, Week 4	Term 3, Weeks 2/3	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Component		Weighting %			
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total %	20	20	30	30	100

### \* Mandatory task

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
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

# Economics - HSC Assessment Schedule

## Course Description

Economics provides understanding for students about many aspects of the economy and its operation that are frequently reported in the media. It investigates issues such as why unemployment or inflation rates change and how these changes will impact on individuals in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem-solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.

## Assessment Components and Weightings

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Case Study The Global Economy	Media Report Australia's Place in the Global Economy	Research Task Economic Issues	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Week 2-3	
Outcomes assessed	H1, H2, H3, H4, H5	H6, H7, H8, H9, H10	H7, H9, H10, H11, H12	H1, H2, H5, H6, H7	
Components	Weighting %				
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	10	5		5	20
Inquiry and research	5	5	10		20
Communication of economic information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	25	25	30	100

## Outcomes

A student develops the skills to:

H1	demonstrate understanding of economic terms, concepts and relationships
H2	analyse the economic role of individuals, firms, institutions and governments
H3	explain the role of markets within the global economy
H4	analyse the impact of global markets on the Australian and global economies
H5	discuss policy options for dealing with problems and issues in contemporary and hypothetical contexts
H6	analyse the impact of economic policies in theoretical and contemporary Australian contexts
H7	evaluate the consequences of contemporary economic problems and issues on individuals, firms and governments
H8	apply appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H9	select and organise information from a variety of sources for relevance and reliability
H10	communicate economic information, ideas and issues in appropriate forms
H11	apply mathematical concepts in economic contexts
H12	work independently and in groups to achieve appropriate goals in set timelines

# Engineering Studies – HSC Course Assessment

## Course Description:

The *Engineering Studies Stage 6 Syllabus* is directed towards the development and application of mathematical, scientific and technological skills and their integration with business and management. It provides students with skills, knowledge and understanding associated with a study of engineering its practices and associated methodologies. The subject promotes environmental, economic and global awareness, problem-solving ability, engagement with information technology, self-directed learning, communication, management and skills in working as a team.

## Assessment Schedule and Weighting

	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Engineering Report	Semester 1 Examination	Engineering Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 3 - 4	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Component	Weighting%				
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	10	5	10	40
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

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

# English Standard - HSC Course Assessment

## COURSE DESCRIPTION:

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators in a diverse global world. English Standard offers a rich language experience that is reflected through the integrated modes of reading, writing, speaking, listening, viewing and representing.

## Assessment Components and Weightings

Component	Task 1 Common Module Texts and Human Experiences Multimodal: Visual presentation and Transcript	Task 2 Mod B Close Study of Literature Analytical Response	Task 3 Mod C Craft of Writing Imaginative writing and analysis	Task 4 Common Mod A Mod B Mod C HSC Trial Examination	Total % Weighting
Due Date:	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 2 - 3	
Outcomes	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100



## English Standard - HSC Course Assessment

### Course outcomes

A student: develops skills to:

- EN12-1 Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 Analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 Investigates and explains the relationships between texts
- EN12-7 Explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 Explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# English Advanced - HSC Course Assessment

## COURSE DESCRIPTION:

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex text

## Assessment Components and Weightings

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

## English Advanced - HSC Course Assessment

**Course outcomes:**

**A student develops the skills to:**

- EA12-1 Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and context and evaluates their effects on meaning
- EA12-4 Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different context
- EA12-5 Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 Investigates and evaluates the relationships between texts
- EA12-7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

# English Studies - HSC Course Assessment

## COURSE DESCRIPTION:

In the English Studies course, students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources for a variety of purposes. In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives

## Assessment Components and Weightings

Task number	Task 1	Task 2	Task 3	Task 4	Total % weighting
Component	Texts and Human Experiences [Mandatory module]  Multimodal presentation with related material	Discovery and Investigation Elective Module 1  Research task	All modules  Collection of classwork/ portfolio	Digital Worlds: Elective Module D  Examination	
Timing	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 2-3	
Outcomes assessed	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Components	Weighting %				
Knowledge and understanding of course content	15	10	15	10	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10	15	15	10	50
Total %	25	25	30	20	100

## English Studies - HSC Course Assessment

### Course outcomes

A student develops skills to:

- ES12-1 Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 Identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 Accesses, comprehends and uses information to communicate in a variety of
- ES12-4 Composes proficient texts in different forms  
[Related to life skills outcomes: ENL S6-6]
- ES12-5 Develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes.  
[Related to life skills outcomes: ENL S6-8]
- ES12-7 Represents own ideas in critical, interpretive and imaginative texts
- ES12-8 Understands and explains the relationships between texts
- ES12-9 Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences  
[Related to life skills outcomes: ENL S6-11]
- ES12-10 Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner  
[Related to life skills outcomes: ENL S6-12]

# English Extension 1 - HSC Course Assessment

## COURSE DESCRIPTION:

In the English Extension 1 Year 12 course, students explore, investigate, experiment with and evaluate the ways text represent and illuminate the complexity of individual and collective lives in literary worlds. In studying this course, students will develop skills to work independently to experiment with language forms, features and structures to engage with complex levels of conceptualisation.

## Assessment Components and Weightings

Component	Task 1	Task 2	Task 3	Weighting %
<b>LITERARY WORLDS</b>	<b>Imaginative response and reflection</b>	<b>Critical response with related text</b>	<b>Trial HSC Examination</b>	
<b>Elective 2:</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 2-3	
<b>Worlds of Upheaval</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3 EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis sustained composition and independent investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Outcomes

A student develops the skills to:

1	Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
2	Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
3	Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
4	Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
5	Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# English Extension 2 - HSC Course Assessment

## COURSE DESCRIPTION

In the English Extension 2 Year 12 course, students develop a sustained composition and document their reflection on this process. In studying this course, students will develop skills to work independently to experiment with language forms, features and structures and to engage with complex levels of conceptualisation. Students are required to complete a Major Work which involves undertaking extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.

## Assessment Components and Weightings

Component	Task 1	Task 2	Task 3	Weighting %
Composition of Major Work	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 4	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Outcomes

A student develops the skills to:

1	Demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
2	Strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
3	Applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
4	Undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
5	Reflects on and evaluates the composition process and the effectiveness of their own published composition

# Food Technology – HSC Course Assessment

## COURSE DESCRIPTION:

The HSC course involves the study of: sectors, aspects, policies and legislations of the Australian Food Industry; production, processing, preserving, packaging, storage and distribution of food; factors impacting, reasons, types, steps and marketing of food product development; nutrition incorporating diet and health in Australia and influences on nutritional status. Practical experiences in developing, preparing, experimenting and presenting food are integrated throughout the course.

## Assessment Components and Weightings

Component	Task 1 Research Project	Task 2 Case Study and practical task	Task 3 Research survey and practical task	Task 4 Trial HSC Written examination	
	Term 4, Wk 7	Term 1, Week 6	Term 2, Week 6	Term 3, Exam Period 2/3	
	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2	H4.1, H4.2, H5.1	H2.1, H3.1, H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2	
					<b>Weighting</b>
Knowledge and understanding of food technology		5%		15%	20%
Skills in researching, analysing and communicating food issues	15%		10%	5%	30%
Skills in experimenting with and preparing food by applying theoretical concepts		10%	20%		30%
Skills in designing, implementing and evaluating solutions to food situations.		10%		10%	20%
<b>Weighting</b>	15%	25%	30%	30%	100%

## Outcomes

A student develops the skills to:

H 1.1	Explains manufacturing processes and technologies used in the production of food products.
H 1.2	Examines the nature and extent of the Australian food industry.
H 1.3	Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
H 1.4	Evaluates the impact of food manufacture on the individual, society and environment.
H 2.1	Evaluates the relationship between food, its production, consumption, promotion and health.
H 3.1	Investigates operations of one organization within the Australian food industry.
H 3.2	Independently investigates contemporary food issues.
H 4.1	Develops, prepares and presents food using product development processes.
H 4.2	Applies principles of food preservation to extend the life of food and maintain safety.
H 5.1	Develops, realizes and evaluates solutions to a range of food situations.



# French BEGINNERS - HSC Course Assessment

## COURSE DESCRIPTION:

In the HSC course, students will develop the linguistic and intercultural knowledge and understanding, and the speaking, listening, reading and writing skills to communicate in French.

### Assessment Components and Weighting

	Task 1	Task 2	Task 3	Task 4	
	Written Exam	Listening Speaking	Trial HSC Exam Listening Reading Writing	Interview Speaking	
	Term 4, Week 8	Term 1, Week 8	Term 3, Exam Period	Term 3, Week 5-6	
	H2.1, H2.2, H2.3 H2.4, H2.5, H2.6	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H1.1, H1.2, H1.3	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4	
Component					Weighting %
Reading: Interacting and understanding written texts		20			20
Listening: Interacting and understanding spoken texts Speaking: Interacting and producing spoken texts	20 10				30
Writing: Interacting and producing written texts		10			10
Listening: Interacting and understanding spoken texts Reading: Interacting and understanding written texts Writing: Interacting and producing written text			10 10 10		30
Speaking: Interacting and producing spoken texts				10	10
<b>Weighting %</b>	30	30	30	10	100

## Outcomes

A student develops the skills to:

H1.1	Establishes and maintains communication in French
H1.2	Manipulates linguistic structures to express ideas effectively in French
H1.3	Sequences ideas and information interacting
H1.4	Applies knowledge of the culture of French speaking communities to interact appropriately
H2.1	Understands and interprets information in texts using a range of strategies
H2.2	Conveys the gist of and identifies an opinion about a text
H2.3	Summarises the main points of a text
H2.4	Draws conclusions from or justifies an opinion about a text
H2.5	Identifies the purpose, context and audience of a text
H2.6	Identifies and explains aspects of the culture of French-speaking communities in texts
H3.1	Produces texts appropriate to audience, purpose and context 3.2 structures and sequences ideas and information
H3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in French
H3.4	Applies knowledge of the culture of French speaking communities to the production of texts.

# Geography – HSC Course Assessment

## COURSE DESCRIPTION:

The HSC course enables students to appreciate geographical perspectives about the contemporary world. There are specific studies about biophysical and human processes, interactions and trends. Fieldwork and a variety of case studies combine with an assessment of the geographers' contribution to understanding our environment and demonstrates the relevance of geographical study.

## Assessment Components and Weightings

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Fieldwork & Report People & Economic Activity	Research & Essay Urban Places	Trial HAS Exam	
Timing	Term 4, Week 8	Term 1, Week 9	Term 3, Week 4	
Outcomes assessed	H1, H4, H5, H8, H10, H13	H1, H3, H6, H7, H8, H9, H10	H1, H2, H4, H5, H10, H11, H12, H13	
Components	Weighting %			
Knowledge & understanding of course content	10	15	15	40
Geographical tools and skills	5	5	10	20
Geographical inquiry & research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms	10	5	5	20
Total %	35	35	30	100

## Outcomes

A student will develop skills to:

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

# INDUSTRIAL TECHNOLOGY

## Timber Products and Furniture Technologies/Multi-Media

### HSC Course Assessment

#### COURSE DESCRIPTION

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgements about issues, decisions and problems arising from these interactions. Students achieve this by applying practical experiences to the study of the technology, management and organization of industry.

#### Assessment Components and Weightings

Course Components	Syllabus Weightings
Industry Study	15%
Design, Management and Communication	60%
Industry Related Manufacturing Technology	25%
Marks	100%

#### Assessment Schedule

Assessment Task	Name	Due		Task Value
		Term	Week	
Task 1	Development & Planning	4	6	20%
Task 2	Project Research & Management	1	6	20%
Task 3	Evaluation & Communication	2	10	30%
Task 4	Trial Exam	3	1/2	30%
Total				100%

Assessment Task	Name	Industry Study	Design, Management and Communication	Industry Related Manufacturing Technology	Task Value
		15%	60%	25%	
Task 1	Development & Planning		15%	5%	20%
Task 2	Project Research & Management		15%	5%	20%
Task 3	Evaluation & Communication	5%	20%	5%	30%
Task 4	Trial Exam	10%	10%	10%	30%
Total					100%

H	Investigates industry through the study of businesses in one focus area.
H	Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in
H	Identifies important historical developments in the focus area industry
H	Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
H	Demonstrates skills in sketching, producing and interpreting drawings.
H	Selects and applies appropriate research and problem-solving skills.
H	Applies design principles effectively through the production of projects.
H	Demonstrates competence in practical skills appropriate to the Major Project.
H	Explores the need to outsource appropriate expertise where necessary to complement personal practical skills.
H	Critically applies knowledge and skills related to properties and characteristics of materials / components.
H	Selects and uses communication and information processing skills.
H	Selects and applies appropriate documentation techniques to projects management.
H	Evaluates the characteristics of quality manufactured products.
H	Applies the principles of quality and quality control.
H	Explains the impact of the focus area industry on the social and physical environment.
H	Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

# INVESTIGATING SCIENCE – HSC COURSE ASSESSMENT

## COURSE DESCRIPTION

The Investigating Science Stage 6 Syllabus is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments and make decisions.

Investigating Science					
HSC Assessment Schedule 2018-2019					
	Task 1	Task 2	Task 3	Task 4	Weighting %
Topic	Scientific Investigations	Technology	Fact or Fallacy	Trial HSC	
Task Type	Evaluating the Scientific Method	Data Analysis	Depth Study: Testing Claims Report	Trial HSC Examination	
Date	Term 4, Week 9	Term 1, Week 10-11	Term 2, Week 8	Term 3 Exam Period	
Outcomes	INS 11/12-1 INS 11/12-2 INS 11/12-3 INS 11/12-7 INS 12-12	INS 11/12-1 INS 11/12-4 INS 11/12-5 INS 11/12-7 INS 12-14	INS 11/12-1 INS 11/12-4 INS 11/12-5 INS 11/12-6 INS 11/12-7 INS 12-14	INS 11/12-5 INS 11/12-6 INS 12-12 INS 12-13 INS 12-14 INS 12-15	
Components					
Knowledge and understanding of course content	10	10	10	10	40
Skills in Working Scientifically	10	10	20	20	60
Weighting %	20	20	30	30	100
HSC Course Outcomes					
INS 11/12-1	Develops and evaluates questions and hypotheses for scientific investigation				
INS 11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information				
INS 11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information				
INS 11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media				
INS 11/12-5	Analyses and evaluates primary and secondary data and information				
INS 11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes				
INS 11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
INS 12-12	Develops and evaluates the process of undertaking scientific investigations				
INS 12-13	Describes and explains how science drives the development of technologies				
INS 12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
INS 12-15	Evaluates the implications of ethical, social, economic and political influences on science				

# Legal Studies – HSC Course Assessment

## COURSE DESCRIPTION

The Preliminary course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution and law reform. It examines an individual's rights and responsibilities, how disputes are resolved and examines a contemporary issue concerning the individual and technology. Students have the opportunity to investigate issues that illustrate how the law operates in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Human Rights – Investigation of a Contemporary Issue	Crime Case Study	In-Class Essay	Trial HSC Exam	
	Term 4, Week 9 2018	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Period 2/3	
<b>Outcomes</b>	H1, H3, H4, H8, H9	H1, H5, H6, H7, H8	H1, H2, H3, H7, H9	H1, H3, H7, H9	<b>Weighting</b>
<b>Component</b>					
Knowledge and Understanding of Course Content	5%	10%	5%	20%	<b>40%</b>
Analysis and evaluation	5%	5%	5%	5%	<b>20%</b>
Inquiry and research	5%	10%	5%		<b>20%</b>
Communication of Legal Studies information, ideas and issues in appropriate forms	5%	5%	5%	5%	<b>20%</b>
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## Outcomes

A student develops the skills to:

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, organizes, synthesizes and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.
H9	Communicates legal information using well-structured and logical arguments.
H10	Analyses differing perspectives and interpretations of legal information and issues.

# Mathematics Standard 1 - HSC Course Assessment

## COURSE DESCRIPTION:

The Study of Mathematics Standard 1 in Stage 6:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future
- Provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Class Test	Assignment	Class Test	Trial HSC Examination	
	Term 4, Wk9	Term 2	Term3	Term 3, Exam Period 2/3	
Component					Weighting
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem solving, reasoning and justification	10%	15%	10%	15%	50%
<b>Weighting</b>	25%	20%	25%	30%	100%

## Outcomes

A student develops the skills to:

MS1-12-1	Use algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts		
35 36 37 MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions		
MS1-12-3	Interprets the results of measurements and calculations and makes judgements about their reasonableness		
MS1-12-4	Analyses simple two-dimensional and three-dimensional models to solve practical problems		
MS1-12-5	Makes informed decisions about financial situations likely to be encountered post-school		
MS1-12-6	Represents the relationships between changing quantities in algebraic and graphical forms		
MS1-12-7	Solves problems requiring statistical processes		
MS1-12-8	Applies network techniques to solve network problems		
MS1-12-9	chooses and uses appropriate technology effectively and recognizes appropriate times for such use		
MS1-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly		
<b>Components</b>		<b>Weighting</b>	
Understanding, fluency and communication		50%	
Problem solving, reasoning and justification		50%	

# Mathematics Standard 2 - HSC Course Assessment

## COURSE DESCRIPTION:

- Enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- Provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- Provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies
- Provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training

The mandatory components and weightings for the HSC Mathematics General 2 course are set out below:

### Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Class Test	Investigative Style Task	Class Test	Trial HSC Examination	
	Term 4, Wk9	Term 2	Term 3	Term 3, Exam Period 2/3	
Component					Weighting
Understanding, fluency and communication	10%	10%	15%	15%	50%
Problem solving, reasoning and justification	10%	15%	10%	15%	50%
<b>Weighting</b>	20%	25%	25%	30%	100%

## Outcomes

A student develops the skills to:

A student develops the skills to:		
MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions	
MS2-12-3	Interprets the results of measurements and calculations and make judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate	
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems	
MS2-12-5	Makes informed decisions about financial situation, including annuities and loan repayments.	
MS2-12-6	Solves problems by representing the relationship between changing quantities in algebraic and graphical forms	
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data	
MS2-12-8	Solves problems using networks to model decision-making in practical problems	
MS2-12-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize appropriate times and methods for such use	
MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifies a response.	
<b>Components</b>		<b>Weighting</b>
Understanding, fluency and communication		50%
Problem solving, reasoning and justification		50%

# Mathematics - HSC Course Assessment

## COURSE DESCRIPTION

The course is intended to give students who have demonstrated general competence in the skills of Stage 5 Mathematics an understanding of and competence in some further aspects of mathematics which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The course is a sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of courses such as the life sciences or commerce. Students who require substantial mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 course or both the Mathematics Extension 1 and Mathematics Extension 2 courses.

**Note:** Up to 20% of the internal assessment in Mathematics may be based on the Preliminary course.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Test Examination	Half yearly Examination	Formal Term Examination	Trial HSC Examination	
	Term 4, Wk9	Half yearly exam period	Term 2, Wk5	Term 3, Exam Period 2/3	
	H2, H4, H6, H7, H9	H1, H2, H3, H4, H7, H8, H9 P2, P3, P4, P5, P6, P7, P8	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9 P2, P3, P4, P5, P6, P7, P8	
Component					Weighting
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
<b>Weighting</b>	15%	25%	20%	40%	100%

## Outcomes

### A student develops the skills to:

A student develops the skills to:		
H1	Appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society	
H2	Integrates mathematical knowledge and skills from different content areas in exploring new situations	
H3	Develops and tests a general mathematical relationship from observed patterns	
H4	Analyses representations of data in order to make inferences, predictions and conclusions	
H5	Makes predictions about the behaviour of situations based on simple models	
H6	Analyses two-dimensional and three-dimensional models to solve practical and mathematical problems	
H7	Interprets the results of measurements and calculations and makes judgments about reasonableness	
H8	Makes informed decisions about financial situations	
H9	Develops and carries out statistical processes to answer questions which she/he and others have posed	
P1	Demonstrated confidence in using mathematics to obtain realistic solutions to problems.	
P2	Provides reasoning to support conclusions which are appropriate to the context	
P3	Performs routine arithmetic and algebraic manipulations involving surds, simple rational expressions and trigonometric identities	
P4	Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric technique	
P5	Understands the concept of a function and the relationship between a function and its graph	
P6	Relates the derivative of a function to the slope of its graph	
P7	Determines the derivative of a function through routine application of the rules of differentiation	
P8	Understands and uses the language and notation of calculus	
Components		Weighting
Concepts, skills and techniques (Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts).		50%
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%



# Mathematics Ext 1 - HSC Course Assessment

## COURSE DESCRIPTION

The content of this course and its depth of treatment indicate that it is intended for students who have demonstrated a mastery of the skills of Stage 5 Mathematics and are interested in the study of further skills and ideas in mathematics. The course is intended to give these students a thorough understanding of and competence in aspects of mathematics, including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The course is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level and for the study of mathematics in support of the physical and engineering sciences. Although the course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 course.

**Note:** School assessment for Mathematics Ext 1 can be based on the whole Mathematics Ext 1 course (Preliminary and HSC courses). If students are attempting Ext 2 the Task Value is indicated as a percentage. Otherwise the Ext 1 result is /50.

## Assessment Schedule and Weighting

	Task 1	Task 2	Task 3	Task 4	
	Test Examination	Half yearly Examination	Formal Term Examination	Trial HSC Examination	
	Term 4, Wk9	Half yearly exam period	Term 2, Wk5	Term 3, Exam Period 2/3	
	HE1, HE2, HE7	HE1, HE2, HE6, HE7 PE 1 - 8	HE3, HE4, HE7	HE1, HE2, HE3, HE4, HE5, HE6, HE7 PE1 - 8	
Component					Weighting
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
<b>Weighting</b>	15%	25%	20%	40%	100%

## Outcomes

A student develops the skills to:

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	
PE 1	Appreciates the role of mathematics in the solution of practical problems.	
PE2	Uses multi-step deductive reasoning in a variety of contexts.	
PE3	Solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations.	
PE4	Uses the parametric representation together with differentiation to identify geometric properties of parabolas.	
PE5	Determines derivatives which require the application of more than one rule of differentiation.	
PE6	Makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.	
<b>Components</b>		<b>Weighting</b>
Concepts, skills and techniques (Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts).		50%
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%
		Total: 100%

# Mathematics Ext 2 - HSC Course Assessment

## COURSE DESCRIPTION

The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the further study of the subject.

## Assessment Schedule and Weighting

	Task 1	Task 2	Task 3	Task 4	
	Test Examination	Half yearly Examination	Formal Term Examination	Trial HSC Examination	
	Term 4, Wk9	Half yearly exam period	Term 2, Wk5	Term 3, Exam Period 2/3	
	E1, E2, E5	E1, E2, E5, E8	E1, E2, E3, E6, E8	E1, E2, E3, E4, E5, E8, E7, E8	
Component					Weighting
Concepts, skills and techniques	10%	10%	10%	20%	50%
Reasoning and Communication	5%	15%	10%	20%	50%
<b>Weighting</b>	15%	25%	20%	40%	100%

## Outcomes

A student develops the skills to:

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

Components	Weighting
Concepts, skills and techniques (Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts).	50%
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%
	Total: 100%

# Modern History – HSC Course Assessment

## COURSE DESCRIPTION

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the 20<sup>th</sup> Century, ONE personality and ONE international study in peace and conflict.

## Assessment Components and Weightings

	Task 1 Source Analysis Core: Power & Authority	Task 2 Historical Analysis Core: Power & Authority and Peace & Conflict study	Task 3 In Class Written Communication Task National Study: Russia & the Soviet Union 1917-1941	Task 4 Trial HSC Exam All Topics Assessed	
	Term 4, Week 10 2018	Term 1, Week 9-10 2019	Term 2, Week 7, 2019	Term 3, Week 2-3, 2019	
Component					Mandated Weighting %
Knowledge and Understanding	5%	5%	10%	20%	40
Source Analysis	15%			5%	20
Historical Inquiry & Research		15%	5%		20
Communication		5%	10%	5%	20
Weighting %	20%	25%	25%	30%	100

## Outcomes

A student develops the skills to:

H1.1	Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2	Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1	Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
H3.1	Ask relevant historical questions
H3.2	Locate, select and organise relevant information from different types of sources
H3.3	Analyse and evaluate sources for their usefulness and reliability
H3.4	Explain and evaluate differing perspectives and interpretations of the past
H3.5	Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1	Use historical terms and concepts appropriately
H4.2	Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

# Music 1 - HSC Course Assessment

## COURSE DESCRIPTION:

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	
	Composition Portfolio and Viva Voce	Presentation of Performance and Aural Analysis	Presentation of Elective 1 and 2	Trial HSC Aural Examination and Elective 3	
	Term 4, Week 9	Term 1, Week 9	Term 2 Week 5	Term 3 Week 2	
Component	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 - 11	H1 - 11	Weighting
Performance		10%			10%
Composition	10%				
Musicology	10%				10%
Aural		10%		15%	25%
Electives			30%	15%	45%
<b>Weighting</b>	20%	20%	30%	30%	100%

## Outcomes

A student develops the skills to:

H 1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H 2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H 3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H 4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H 5	critically evaluates and discusses performances and compositions
H 6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H 7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H 8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H 9	performs as a means of self-expression and communication
H 10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H 11	demonstrates a willingness to accept and use constructive criticism

# PDHPE - HSC Course Assessment

## COURSE DESCRIPTION

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes the health of young people or groups experiencing health inequities. In other Options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine Concepts. Students are also required to think critically about the factors that impact on sport and physical activity in Australian society.

## Assessment Components and Weightings

Personal Development Health and Physical Education - HSC 2019						
HSC Outcomes	Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3	TASK 4
			Date	Date	Date	Date
			T4 W4- 2018	T1 W6 - 2019	TRIAL EXAM PERIOD	T3-W6-2019
			Type Task SKILLS	Type Task EXAM	Type Task EXAM	Type Task SKILLS
			Task Title Sports Medicine	Task Title Health Priorities in Australia	Task Title Trial HSC	Task Title Improving Performance
H1, H2, H3, H7, H8, H9	Knowledge and understanding of: • factors that affect health • the way the body moves	40	5		25	10
H4, H5, H6, H10, H11, H12, H13	Skills in: • influencing personal and community health • taking action to improve participation and performance in physical activity	30	10	10	10	
H14, H15, H16, H17	Skills in critical thinking, research and analysis	30	5	10	5	10
Marks %		100	20	20	40	20

## PDHPE – HSC COURSE ASSESSMENT (CONT.)

### Outcomes

A student develops the skills to:

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

# Physics - HSC Course Assessment

## COURSE DESCRIPTION

The Physics Stage 6 Syllabus involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops student 'Working Scientifically' skills by focusing on exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

## Assessment Components and Weightings

		Task 1	Task 2	Task 3	Task 4	
		Skills Practical and Problem Solving	Depth Study	Research Report and Quiz	Trial HSC Exam	
		Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Week 2/3	
HSC Outcomes	Component					Weighting %
PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7	Skills: Questioning and predictions, Planning investigations, Conducting investigations, Processing data and information, Analysing data and information, Problem solving, Communicating	20	20	15	5	60
PH11-8, PH11-9, PH11-10, PH11-11	Knowledge and Understanding		10	5	25	40
	Weighting %	20	30	20	30	100

## Outcomes

A student develops the skills to:

PH12-1 develops and evaluates questions and hypotheses for scientific investigation

PH12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH12-5 analyses and evaluates primary and secondary data and information

PH12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

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

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

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# EXTENSION SCIENCE - HSC Course Assessment

## COURSE DESCRIPTION

The Science Extension Stage 6 Syllabus focuses on the nature, development and processes of science. The course requires students to engage with complex concepts and theories and to critically evaluate new ideas, discoveries and contemporary scientific research. Students are challenged to examine a scientific research question influenced by their study of one or more of the scientific disciplines. In doing this, students extend their knowledge of the discipline(s), conduct further analysis and authentic scientific investigations, and uniquely for this course, produce a detailed scientific research report that reflects the standards generally required for publication in a scientific journal.

Through designing and conducting their own scientific research, initially using small datasets, students deepen and build upon their understanding of analysing and interpreting data. They are provided with opportunities to refine and extend their skills of Working Scientifically by applying these interrelated processes to contemporary authentic scientific research reflecting the skills used by practicing research scientists. Students gather, examine, model and critically assess evidence that is informed by analysis of primary and secondary-sourced data and examining this data in relation to relevant publicly available data sets.

## Assessment Components and Weightings

		Task 1	Task 2	Task 3	Weighting %
		Literature Study	Final Report	Trial Examination	
Component	Outcome	Term 4 Week 9	Term 3 Week 3	Term 3 Week 2-3	
Knowledge, Understanding and Skills	SE-1 SE-2 SE-3 SE-4 SE-5 SE-6 SE-7	30	40	30	100

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

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

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

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

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

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

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



# Society & Culture - HSC Course Assessment

## COURSE DESCRIPTION:

Society and Culture develops social and cultural literacy and a clear understanding of the interactions of persons, society, culture, environment and time, and how these shape human behavior. The course draws on cross-disciplinary concepts and social research methods, and students undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP).

## Assessment Schedule and Weighting

	Task 1	Task 2	Task 3	Task 4	
	Class Test Society and Cultural Continuity and Change	ICT Task Depth Study 1	Essay Task Depth study 2	Trial HSC Written Examination	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Period 2/3	
	H1, H2, H5, H6, H9, H10	H1, H2, H3, H5, H6, H7, H10	H1, H3, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	
Component					Weighting %
Knowledge and understanding of course content	5%	10%	10%	25%	50%
Application and evaluation of social and cultural research methodologies	10%	5%	10%	5%	30%
Communication of information, ideas and issues in appropriate forms	5%	5%	5%	5%	20%
<b>Weighting</b>	20%	20%	25%	35%	100%

## Outcomes

Student develops the skills to:

H1	Evaluate and effectively applies social and cultural concepts
H2	Explain the development of personal, social and cultural identity
H3	Analyse relationships and interactions within and between social and cultural groups
H4	Assess the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	Analyse continuity and change and their influence on personal and social futures
H6	Evaluate social and cultural research methods for appropriateness to specific research tasks
H7	Select, organise, synthesise 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	Apply complex course language and concepts appropriate for a range of audiences and contexts.
H10	Communicate complex information, ideas and issues using appropriate written, oral and graphic forms

# Visual Arts - HSC Course Assessment

## COURSE DESCRIPTION:

Visual Arts involves students in art making, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The Preliminary course is broadly focused, while the HSC course provides for deeper and more complex investigations. While the course builds on Visual Arts courses in Stages 4 and 5, it also caters for students with more limited experience in Visual Arts.

A minimum of five Case Studies (4 – 10 hours each). Deeper and more complex investigations in artmaking, art criticism and Art history.

## Assessment Components and Weightings

	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class essay	Development of Body of Work	Trial HSC Examination	Body of Work	
	Term 1 Week 6	Term 2 Week 6	Term 3, Exam Period 2/3	Term 3 Week 5	
Component	H7, H8	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H5, H6	
Art Critical and Art Historical	20				20
Artmaking		25			25
Art Critical and Art Historical			30		30
Artmaking				25	25
<b>Weighting %</b>	20	25	30	25	100

## Outcomes

A student develops the skills to:

	MAKING 50%
H 1	Initiates and organizes artmaking practice that is sustained, reflective and adapted to suit particular conditions
H 2	Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H 3	Demonstrates and understanding of the frames when working independently in the making of art
H 4	Selects and develops subject matter and forms in particular ways as representations in artmaking
H 5	Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
H 6	Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions with in a body of work.
	CRITICAL/HISTORICAL 50%
H 7	Applies their understanding of practice in art criticism and art history
H 8	Applies their understanding of the relationships among the artist, artwork, world and audience
H 9	Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H 10	Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# **VOCATIONAL EDUCATION and TRAINING COURSES**

## Assessment Advice for HSC VET Courses

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

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

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

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

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

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory HSC component in some courses** and must be completed during the course.

**(Refer to the specific course assessment summary for more detailed information).**

Note

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

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).**

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

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 70 hours in total.	Term 4 Week 4 Mon 5 <sup>th</sup> to Fri 9 <sup>th</sup> Nov 18
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Weeks 2-3 2019

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical	Product assessment	Oral questioning	Written assignment,	Third party report	Self-assessment	HSC examinable
<b>Cluster: Working Together</b>								
BSBWOR203	Work effectively with others			<input type="checkbox"/>	<input type="checkbox"/>			YES
BSBCMM201	Communicate in the Workplace							
<b>Cluster: Safe and hygienic food preparation</b>								
SITXFSA001	Use hygienic practices for food safety							YES
SITHCCC001	Use food preparation equipment	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
SITXFSA002	Participate in safe food handling practices							
<b>Cluster: Café skills –assessed as single units</b>								
SITHFAB005	Prepare and serve espresso coffee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		YES
SITHFAB004	Prepare and serve non-alcoholic beverages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		YES
<b>Cluster : Safe and sustainable work practices</b>								
SITXWHS001	Participate in safe work practices	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			YES
BSBSUS201	Participate in environmentally sustainable work practices							
<b>Cluster: Interacting with diverse customers</b>								
SITXCCS003	Interact with customers	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			YES
SITXCOM002	Show social and cultural sensitivity							
<b>Cluster: Safely serving food and beverages</b>								
SITHFAB007	Serve food and beverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		YES
<b>Cluster: Keeping up to date with industry</b>								
SITHIND002	Source and use information on the hospitality industry				<input type="checkbox"/>			YES
<b>Cluster: Use hospitality skills effectively</b>								
SITHIND003	Use hospitality skills effectively (holistic)	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	

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

## Assessment Summary for SIS20513 Certificate II Sport Coaching

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC)	35 hours in total
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan		Evidence gathering techniques			
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written Test,
<b>Work Health Safety</b> SISXWHS101	Follow work health and safety policies			✓	✓
<b>Daily Work Industry</b> BSBWOR202A	Organise and complete daily work activities	✓			✓
SISXIND211	Develop and update sport, fitness and recreation industry knowledge				
<b>Coaching and ICTs</b> SISSCO101	Develop and update knowledge of coaching practices		✓		✓
ICPDMT263	Access and use the Internet				
ICTICT203	Operate application software packages				
<b>HLTAID003</b>	<b>Provide First Aid Credit Transfer</b>				
<b>Coaching skill sessions</b> SISSCO202	Coach beginner or novice participants to develop fundamental motor skill.	✓			✓
SISXCAI101A	Provide equipment for activities				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions				
<b>Sport Injury</b> SISSSPT201A	Implement sport injury prevention	✓			✓
<b>Athletics</b> SISSATH201A	Teach the fundamental skills of Athletics	✓		✓	✓
SISSSDE201	Communicate effectively with others in a sport environment				
SISSSPT303A	Conduct basic warm-up and cool-down programs				
<b>Basketball</b> SISSBSB202A	Teach the fundamental basketball tactics and game strategy	✓			✓
SISSBSB201A	Teach fundamental basketball skills				
SISSBSB205	Interpret and apply the rules of basketball				
<b>Rugby League</b> SISSRGL204A	Teach the skills of rugby league for modified games	✓		✓	✓
<b>Netball</b> SISSNTB204A	Teach foundation netball skills	✓			✓
<b>Australian Football</b> SISSAFL201A	Perform the intermediate skills of Australian Football	✓		✓	✓
SISSAFL202A	Perform the intermediate tactics of Australian Football				
<b>Tennis</b> SISSTNS204	Conduct red stage tennis activities	✓		✓	✓
SISSTNS205	Interpret and apply the rules and regulations of tennis				
SISSTN206	Develop and update knowledge of tennis development programs				
<b>Surf Life Saving</b> SISOSRF201A	Demonstrate surf survival skills and self-rescue skills	✓		✓	✓

Depending on the achievement of units of competency the possible AQF qualification outcome is SIS20513 Certificate II in Sport Coaching or a Statement of Attainment towards SIS20513 Certificate II in Sport Coaching.

## Assessment Summary for SIR30216 Certificate III Retail Services

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 4 Week 2 Mon 22 <sup>nd</sup> to Fri 26 <sup>th</sup> Oct 18 Second week to be completed in 2019 TBA
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 2-3 2019

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role play: Oral presentation	Third party report	Other	Self-Assessment	HSC examinable
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### Cluster 1 Teamwork in a service environment

SIRXIND001 Work effectively in a service environment	Y		Y	Y	Y	Y	S		Y
SIRXCOM002 Work effectively in a team	Y		Y	Y	Y	Y	S		Y

### Cluster 2 Safely maintain the store environment

SIRXWHS002 Contribute to workplace health and safety	Y		Y	Y	Y		S		Y
SIRXIND002 Organise and maintain the store environment	Y		Y	Y	Y		S		

### Cluster 3 Point of sale procedures and security

SIRXSLS002 Follow point-of-sale procedures	Y		Y	Y	Y		S		Y
SIRXRSK001 Identify and respond to security risks	Y		Y	Y	Y		S		Y

### Cluster 4 Serving the customer

SIRXCEG001 Engage the customer	Y			Y	Y		S	Y	Y
SIRXCEG002 Assist with customer difficulties	Y			Y	Y		S	Y	Y
SIRXCEG003 Build customer relationships and loyalty	Y			Y	Y		S	Y	Y

### Cluster 5 Handling retail stock

SIRRINV001 Receive and handle retail stock	Y			Y	Y		S		
SIRRINV002 Control stock	Y			Y	Y		S		

### Cluster 6 Selling and advising the retail customer

SIRXSLS001 Sell to the retail customer	Y	Y		Y	Y		S		Y
SIRXPDK001 Advise on products and services	Y	Y		Y	Y		S		Y

### Cluster 7 Merchandise displays

SIRRMER001 Produce visual merchandise displays	Y	Y	Y	Y	Y		CD/S	Y	Y
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**S- Simulated place environment, WPJ – Workplace Journal, CD – Create a display in class**

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIR30216 Certificate III in Retail Services or a Statement of Attainment towards SIR30216 Certificate III in Retail Services.

# Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 4 Week 5 and 6 Mon 12 <sup>th</sup> to Fri 23 <sup>rd</sup> Nov 18
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Week 2-3 2019

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, test	Role-play, Oral presentation	Third party report	Self-Assessment	HSC examinable
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CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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## Cluster 1 Working Safely in the Construction Industry

CPCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
CPCCCA2011A - Handle carpentry materials	Y	Y	Y	Y		Y	Y	

## Cluster 2 Measure up

COCCCM1015A – Carry out measurements & calculations	Y	Y		Y			Y	Y
CPCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		

## Cluster 3 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

## Cluster 4 Prepare for Concreting

CPCCC02011A – Handle concreting materials	Y	Y		Y			Y	
CPCCM2004A – Handle construction materials	Y			Y		Y		

## Cluster 5 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2005B – Use Construction materials	Y	Y		Y		Y	Y	Y

## Cluster 6 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y

## Cluster 7 Option 2 – Brick and Block Laying

CPCCBL2001A - Handle and prepare brick laying material	Y	Y		Y			Y	
CPCCBL2002A - Use bricklaying and block laying tools and equipment	Y	Y		Y			Y	

## Cluster 8 Carry Out Concreting

CPCCCO2013A - Carry out concreting to simple forms	Y	Y		Y			Y	
CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.



# Assessment Summary for MEM10105 Certificate I Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Requirement should have been met in Preliminary Year (see trainer)
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3, Weeks 2-3 2019

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Worksheets	Self-assessment	HSC examinable
<b>Prerequisite</b> - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the "Schools Online" records				Y	Y		Y

## Cluster 1 Working Safely in the Metals Industry

MEM 13014A Apply principles of occupational health and safety in the work environment	Y	Y		Y	Y		Y
MEM 1101B Undertake manual handling	Y	Y		Y	Y		

## Cluster 2 Using Hand Tools

MEM 14004A Plan to undertake routine task	Y	Y		Y	Y		Y
MEM18001C Use hand tools	Y	Y		Y	Y		Y

## Cluster 3 Using Power Tools

MEM 18002B Use power tools/hand held operations	Y	Y		Y	Y		Y
MEM 12023A Perform engineering measurements	Y	Y		Y	Y		Y

## Cluster 4 Calculating and Cutting

MEM05005B Carry out mechanical cutting	Y	Y		Y	Y		
MEM 12024A Perform computations	Y	Y		Y	Y		Y

## Cluster 5 Workshop machines

MEM05012C Perform routine manual metal arc welding	Y	Y		Y	Y		
MEM07032B Use workshop machines for basic operations	Y	Y		Y	Y		

## Cluster 6 Skills into Action

MEM15002A Apply quality systems	Y	Y		Y	Y		Y
MEM 15024A Apply quality procedures	Y	Y		Y	Y		Y
MEM16007A Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y		Y

## Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the "Schools Online" record

MEM09002B Interpret technical drawings					Y		Y
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## Option 8a

MEM05004C Perform routine oxy acetylene welding (2 units)	Y	Y		Y	Y		
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Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.



## Appendix 1 Assessment Missed Due to Illness/Misadventure

Student Name:
Course Name:
Class Teacher:

### Task Details

Task Number:	Title:
Weighting:	Original Due Date:

### Details of Illness/Misadventure/Absence

Date/s of Absences: ..... to .....
Reason for Absence: ..... ..... .....
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

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

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

### Reply to Request to hand in/perform missed task

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

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

Head Teacher Recommendation:    ☐ Mark awarded                      ☐ No mark awarded

Reason: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher Name: \_\_\_\_\_ DP: \_\_\_\_\_

☐ Student copy

☐ Faculty copy

☐ Office copy

☐ Letter of concern

## Appendix 2 Assessment To Be Missed Due to School/Other Business

### Rescheduling Tasks due to Absence

Name: ..... Date/s of Absences: .....to .....
Reason for Absence: ..... .....
Evidence provided ..... .....

Task Rescheduled Original Date	Head Teacher	New date, time and place	Submitted (DP to sign and date)

I agree that it is my responsibility to complete each task as allocated

Name: ..... Signature: ..... Date: ...../...../.....

### Appendix 3 Application for Assessment Extension

Student Name:
Course Name:
Class Teacher:

#### Task Details

Task Number:	Title:
Weighting:	Due Date:

#### Reason for Application for Extension

Reason for Application: ..... ..... .....
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

Student Signature: ..... Date: .....

Parent Signature: ..... Date: .....

.....

#### Reply to Request for Application for Extension

Teacher Recommendation:    ☐ Yes    ☐ No

Reason: .....

Head Teacher Recommendation:    ☐ Yes    ☐ No    New Date: .....

Reason:.....

Head Teacher Name: .....

Head Teacher Signature: ..... Date: .....

Class Teacher: .....

Class Teacher Signature: ..... Date: .....

## Appendix 4: Assessment Appeal

Student Name:
Course Name:
Class Teacher:

### Task Details

Task Number:	Title:
Weighting:	Due Date:

### Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks. Rather, the review will consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.

Briefly, outline your reasons for lodging an appeal for this task

.....

.....

.....

.....

.....

Student Signature: ..... Date: .....

Parent Signature: ..... Date: .....

.....

### Appeal Decision

Deputy Principal Recommendation:      Granted ☐      Refused ☐

Reason:.....

.....

Head Teacher Signature: ..... Date: .....

Head Teacher Name: ..... Deputy Principal: .....

## Appendix 4 Harvard Style Referencing (Author – Date) Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

### References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

### An Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

### An Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

#### A Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

### Electronic Sources (World Wide Web)

**Web site:** The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003,  
<<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <[http://www.cpu.sa.gov.au/sa\\_indproj.htm](http://www.cpu.sa.gov.au/sa_indproj.htm)>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

*The nature of cults* 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccgmm.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

**Web page within a Web site:** For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003,  
<<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.