

HUNTER RIVER HIGH SCHOOL



Updated HSC ASSESSMENT POLICY & PROCEDURES

**For 'Learning from Home'
2020**

Learning from Home is a Department of Education term. It refers to periods of time when access to schools is limited for an extended period of time. Schools continue to provide learning activities for students to complete at home. Stage 6 students are expected to complete assessment tasks, however some tasks have been changed to suit the current learning environment.

Board Developed Course - Head Teachers

Aboriginal Studies	Mrs M Naylor
Ancient History	Mrs M Naylor
Biology	Mr M Robson
Business Studies	Mrs M Naylor
Chemistry	Mr M Robson
Community & Family Studies	Mr S Lloyd
Dance	Ms C Carroll (Rel)
Design & Technology	Mr S Lloyd
English Advanced	Mr S Friend
English Standard	Mr S Friend
Food Technology	Mr S Lloyd
Geography	Mrs M Naylor
Industrial Technology Timber	Mr S Lloyd
Investigating Science	Mr M Robson
Legal Studies	Mrs M Naylor
Mathematics	Mr C Neal (Rel)
Mathematics Extension 1	Mr C Neal (Rel)
Mathematics Extension 2	Mr C Neal (Rel)
Mathematics Standard 1	Mr C Neal (Rel)
Mathematics Standard 2	Mr C Neal (Rel)
Modern History	Mrs M Naylor
Music 1	Ms C Carroll (Rel)
PDHPE	Ms A Mudd

Physics Mr M Robson

Visual Arts Ms C Carroll (Rel)

Board Developed Vocational Education and Training

Construction Pathways Mr S Lloyd

Kitchen Operations Mr S Lloyd

Engineering Mr S Lloyd

Content Endorsed Courses

English Studies Mr S Friend

Marine Studies Mr M Robson

Numeracy Mr C Neal (Rel)

Photography Ms C Carroll (Rel)

Sport, Lifestyle & Recreation Studies Ms A Mudd

NESA Contact: Mr A Trace

Year Advisor: Mr W Rolfe

What is Assessment?

Assessment is the process of gathering information and making judgements about student achievement. The NSW Higher School Certificate is based on:

- an assessment mark submitted by the school and produced in accordance with the NSW Education Standards Authority (NESA) requirements for the internal assessment program; **and**
- an examination mark derived from the HSC external examinations.

The use of both internal assessment and external examinations of students' achievement allows measures and observations to be made at several points and in different ways throughout the course. The final assessment mark represents a measure of a student's achievement at the end of the course in Year 12. The assessment is based on achievements measured throughout the course and provides an indication of a student's attainment of a wider range of syllabus objectives, than is measured by an examination alone.

The assessment allows due weight to be given during a course to student achievement, which although evident to subject teachers, may not be adequately assessed in a single external examination. Each task assesses the student's actual, not potential performance.

All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program. This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices;
- Acknowledging Sources;
- Plagiarism;
- Copyright; and
- Working with Others.

Students can review the modules anytime at <http://amow.bostes.nsw.edu.au/>

Communication

Students will be given a minimum of 2 weeks' notice when a task is to be used for assessment and they will be given meaningful feedback in a timely manner after the task has been marked. The process of feedback for a particular task will be included in the assessment task notification.

Students are required to sign the assessment register to acknowledge receiving a task; when submitting the assessment task for marking; and again when the assessment task is returned.

During times of 'Learning from Home', students are still expected to acknowledge that they have received an assessment task notification. Rather than signing for the task notification, a student will be asked to acknowledge receipt as per the instructions on the assessment notification. This may be via email, on Google Classroom or by phoning the school if technology is unavailable to you.

Additional tasks or variations to the written program can occur only in consultation with the Deputy Principal. Students will be formally advised of these changes and be required to sign for the new scheduled task.

Submission of Tasks

Tasks must be submitted to the classroom teacher on the due date with an assessment task cover sheet proforma attached. Completing and signing this form is a declaration by the student that the task submitted is their own work and has not been previously submitted in any other course.

~~During times of Learning from Home, students are required to submit assessment tasks as per the instructions on the task notification. Submission of tasks will be in digital form such as email or Google Classroom. If a student is not able to submit a task as instructed, they must notify the teacher via email or by phoning the school before the due date to make other arrangements.~~

~~If the teacher is absent or unavailable, the task must be submitted to the relevant Head Teacher or, in cases where that is not possible, the Deputy Principal. It may also be possible to email the task to the relevant teacher. Students should ensure they sign the assessment task register when handing in a task. The method/s of task submission will be communicated on the assessment task notification.~~

Tasks not submitted by the due date will receive zero marks, however must still be completed. If a student wishes to appeal this, the guidelines set out in the Assessment Policy under the heading of 'Illness-Misadventure Appeal' must be followed.

Tasks submitted late will still be marked and the student will receive feedback from their teacher. Students must make a serious attempt at over 50% of the total course assessment or the Principal will certify that the Preliminary or HSC course has not been studied satisfactorily.

Illness – Misadventure Appeals

Students are expected to make a genuine attempt at all assessment tasks and complete them on time. When this is not possible, the student should contact the teacher and the Head Teacher as a matter of urgency. If an Illness/Misadventure form is to be lodged on a submitted task, it is desirable that it be made prior to the day the task is due with work done up to that point attached.

It is a serious situation if a student is absent on the day of an in-class task or on the day a task is due. An Illness or Misadventure Appeal Form must be completed in this case. It is the student's responsibility to lodge this form within one week with the respective Head Teacher. A Doctor's Certificate (or from another health professional) or a letter from the parent/caregiver is required to explain the absence if the student was sick. In the case of misadventure, written evidence from another person such as a police officer should be provided. This person must not be related to the student. In the case of a death in the family, written notification is required.

Failure to submit an Illness or Misadventure Appeal Form will be interpreted as an admission that the student can offer no valid reason for late assessment, and accordingly a mark of zero will be awarded for the task. ~~Assessment tasks submitted after the due date, without independent evidence of illness or misadventure may be awarded zero marks.~~

~~If a student becomes ill during the sitting of a task, the teacher/supervisor should be informed and an Illness or Misadventure Appeal Form submitted.~~

As much detail as possible should be provided to support the student's case on the Illness or Misadventure Appeal Form. Appeals will be considered as follows:

- In the case of documented medical issues, the Head Teacher will advise the relevant classroom teacher that consideration is to be given.
- In other cases, the respective Head Teacher will organise a panel consisting of the Principal and one or more of the following - Deputy Principal, Year Adviser, AEO and the relevant Head Teacher to consider the application.

Where an acceptable reason is given and supported ~~(e.g. medical certificate)~~, the student may be:

- granted an extension; or
- set a substitute task of similar nature; or
- given an estimate based on other evidence.

If an extension is provided, students must ~~sign for~~ **acknowledge the receipt of the new due date on the Illness & Misadventure Form as instructed by the Class Teacher. This may be via email, on Google Classroom or by phoning the school.** The Class Teacher will provide the student with a copy of this form. Students may lodge an appeal/review of the final decision.

You cannot submit an appeal on the basis of:

- no access to technology (**possible in times of 'Learning from Home'**);
- loss of work due to technology malfunction (**possible in times of 'Learning from Home'**);
- stolen technology (**possible in times of 'Learning from Home'**);
- difficulties in preparation or loss of preparation time - for example, as a result of illness during the course;
- alleged deficiencies in tuition;
- long-term illnesses such as glandular fever - unless you have suffered a 'flare-up' or exacerbation of your symptoms during the assessment period;
- the same grounds for which you received special exam provisions - unless you have experienced additional difficulties during an exam session;
- misreading the exam timetable;
- reading exam instructions incorrectly; or
- attending a school excursion or representing the school.

Illness or Misadventure Appeal Forms are available from each faculty Head Teacher and Deputy Principals. An Illness or Misadventure Appeal Form is included at the end of this booklet.

Submission of 'Draft Work'

Students are permitted to submit 2 drafts of their work prior to the due date for feedback – an initial draft and a final draft. Staff will endeavour to provide feedback within 48 hours of submission. Draft work will be accepted up until 4 school days before the task due date.

N-Determinations

Students may be given an N-Determination for having not:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
3. achieved some or all of the course outcomes.

At any point during Stage 6, when a student is not meeting NESAs requirements, the following procedure will be followed:

Step 1: The teacher will interview the student to determine why NESAs requirements are not being met.

Step 2: If the work is not completed within an agreed time, the student will be advised that an 'N Determination Warning' has been made and a written notification will be mailed to the student's home.

Step 3: Steps 1 & 2 are followed with any further unsatisfactory progress/task completion.

If there are 2 'N Determination Warnings' given, a Final N Determination may occur.

This will result in either:

- the student being excluded from that course. This usually means the student will have insufficient units of work for the award of the Preliminary HSC or the HSC; or
- the student may be expelled due to 'unsatisfactory participation in learning by a student of post-compulsory school age'.

If a final N Determination is made, it will be submitted to NESAs. A student has a right to appeal this decision. This must be done by completing and submitting an official NESAs Appeal Form.

Reporting

Students will receive 2 formal reports during the Preliminary Course and 2 during the HSC course. This will be based on achievement of course outcomes. Students will also receive notification of their rank order in each subject, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.

Non-Assessment Periods

There will be no assessable tasks scheduled during the week before examinations, nor within the period of the examinations other than the assessable examinations themselves.

Confidentiality

A student's performance in any assessment task or cumulatively in a course is a matter of concern and interest to the subject teacher; the Year Adviser; the relevant Head Teacher; the Deputy Principal; the Principal; the student's parents; and the student. Results relating to one student's performance are not released to other students.

Malpractice

Malpractice represents a significant breach of the ethical requirements of All My Own Work as determined by NESAs. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;

- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

Should malpractice be suspected, students will be required to demonstrate that the work is entirely their own.

Any student participating in malpractice will be awarded zero marks for the task. In addition, all incidents of malpractice are mandatorily notified to NESA.

Additionally, if an assessment task or examination is deemed to be a non-serious attempt, the student will be awarded zero marks.

Offensive / Non Serious Attempts

Non serious attempts will receive a zero mark. Should a student submit an assessment task which is offensive, the matter will be referred to the Principal.

Student Absences

~~Students who have been absent from school should, on every occasion, ask the teacher if assessment information has been given out immediately on return to school. Extension of time will NOT be granted unless there are exceptional circumstances. An Illness or Misadventure Appeal Form would need to be completed in this situation. Students who have prolonged absences need to contact the school as a matter of urgency.~~

~~In extreme cases, such as prolonged absence, the Principal may authorise an 'estimate' rather than a substitute task.~~

~~If a student has prior knowledge that they will be absent when an assessment task takes place, or needs to be submitted, it is the responsibility of the student to arrange a time prior to the date of the task, for submission, or to sit the task. This should be arranged with the individual Class Teacher using an Illness or Misadventure Appeal Form.~~

Excursions / Representing the School

~~If a student is participating in an excursion or representing the school on the day an assessment task is due, then the task should be presented before the planned activity or sent via email to the subject teacher by the due date. In exceptional circumstances, when this is not possible, an Illness or Misadventure Appeal Form needs to be completed for consideration.~~

Special Provisions

It is the responsibility of students with additional needs to remind their teacher of their needs at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

Attendance

Where a student's attendance is causing concern, the student may be asked to show evidence to the Head Teacher that they have applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school and that they are not in danger of not completing the course. Any student who attends less than 85% of lessons would be deemed to be causing concern. N-Warning letters stating the work required to be completed will be sent home via mail, email or handed to the student. This work must be completed for the N-Warning to be redeemed.

During times of Learning from Home, attendance will be monitored according to student engagement in the learning activities and tasks set by the class teacher.

Special Notes

NESA has determined policies in relation to students who change schools during the assessment period and those who repeat the HSC. The Deputy Principal should be approached in these circumstances.

The Principal or the Principal's delegate has the right to make rulings in special cases when exceptional circumstances make the procedures of this policy inappropriate.

Student Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Students should:

- be familiar with all assessment requirements and deadlines;
- organise an efficient program of study and work;
- complete and submit all assessable tasks by the due date;
- seek advice and assistance from teachers and discuss difficulties and needs openly; and
- seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks (students are encouraged to consult with the Head Teachers and their subject teachers also).

It is emphasised that marks can only be queried at the time the tasks are returned.

Aboriginal Studies

Syllabus Components ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 4:
		In-class Essay	Major Project	Media Presentation	Trial HSC Examination
		Date: Term 4 Week 7	Date: Term 2 Week 1	Date: Term 2 Week 7	Date: Term 3 Week 1/2
		Outcomes: H1.2, 1.3, 2.1, 2.2	Outcomes: H4.1, 4.2	Outcomes: H1.2, 3.1, 3.2, 3.3, 4.1, 4.3	Outcomes: H1.1, 1.2, 2.2, 3.1, 3.2, 3.3
TASK WEIGHTINGS					
Knowledge & understanding of content	40%	5%	10%	5%	20%
Investigation, analysis, synthesis and evaluation of information from a variety of sources & perspectives	25%	5%	10%	10%	
Research & inquiry methods	20%	5%	10%	5%	
Communication of information, ideas and issues in appropriate forms	15%		10%	5%	
Total	100%	15%	40%	25%	20%

Outcomes

A student:

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

Ancient History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Spartan Society Historical Analysis Task	<u>Task 2:</u> Pompeii and Herculaneum Source Analysis	<u>Task 3:</u> Greek World In-Class Essay	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 5	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> AH 12.3, 12.8, 12.9	<u>Outcomes:</u> AH 12.1, 12.9, 12.10	<u>Outcomes:</u> AH 12.2, 12.7, 12.9	<u>Outcomes:</u> AH 12.4, 12.5, 12.6, 12.9
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Source-based skills	20%		5%	5%	10%
Historical inquiry and research	20%	15%		5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

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

Biology

Syllabus Components ↓	Syllabus Weight ↓	Task 1: Practical Skills Task: Transcription and Translation	Task 2: Secondary Sources Investigation	Task 3: Depth Study and Scientific Report	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 9	Date: Term 3 Week 1/2
		Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12	Outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO 11/12-13	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-14	Outcomes: BIO11/12 -1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-12, BIO 11/12-13, BIO11/12-14, BIO11/12-15
TASK WEIGHTINGS					
Modules Assessed		Module 5: Heredity	Module 6: Genetic Change	Module 7: Infectious Disease	Modules 5 to 8: Heredity, Genetic Change, Infectious Disease, Non-Infectious Disease and Disorders
Skills in working scientifically	60%	15%	15%	25%	5%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Total	100%	20%	25%	30%	25%

Outcomes

A student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Business Studies

Syllabus Components ↓	Syllabus Weighting ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Operations 1 hour Topic Test	In class test	Finance Business report	Trial HSC Examination
		Date: Term 4 Week 7	Date: Term 1 Week 9	Date: Term 2 Week 7	Date: Term 3 Week 1/2
		Outcomes: H2, H4, H5, H9	Outcomes: H4, H6-9	Outcomes: H5, H8-10	Outcomes: H1-6, H8-10
TASK WEIGHTINGS					
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Stimulus-based skills	20%	10%			10%
Inquiry and research	20%		5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	20%	25%	25%	30%

Outcomes

A student:

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

Chemistry

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Secondary Sources Investigation	<u>Task 2:</u> Depth Study & Scientific Report	<u>Task 3:</u> Module 5: Online Quiz	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 8	<u>Date:</u> Term 1 Week 7	<u>Date:</u> Term 2 Week 4	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> CH11/12:2-7 CH11/12: 12	<u>Outcomes:</u> CH11/12: 1-7 CH11/12: 12-15	<u>Outcomes:</u> CH11/12: 1 to 7 CH11/12: 12-14	<u>Outcomes:</u> CH11/12: 4-7 CH11/12: 12-15
		TASK WEIGHTINGS			
Modules Assessed		Module 5	Depth Study	Modules 5 - 7	Modules 5 - 8
Skills in working scientifically	60%	10%	30%	15%	5%
Knowledge & Understanding of course content	40%	10%	5%	5%	20%
Total	100%	20%	35%	20%	25%

Outcomes

A student:

Skills

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation (Questioning and predicting)

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

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

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

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

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

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

Knowledge & Understanding

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 & Family Studies

Syllabus Components ↓	Syllabus Weighting ↓	<u>Task 1:</u> Independent Research Project	<u>Task 2:</u> Groups in context ~ structured responses	<u>Task 3:</u> Trial HSC Examination	<u>Task 4:</u> Social Impact of technology ~ essay
		<u>Date:</u> Term 4 Week 10	<u>Date:</u> Term 1 Week 5	<u>Date:</u> Term 3 Week 1/2	<u>Date:</u> Term 3 Week 5
		<u>Outcomes:</u> H4.1, H4.2	<u>Outcomes:</u> H1.1, H2.2, H2.3, H3.1, H3.3	<u>Outcomes:</u> H2.1, H3.2, H6.1, H5.2	<u>Outcomes:</u> H2.3, H3.4
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		15%	10%	15%
Skills in researching, critical thinking, research methodology, analysing, and communicating	60%	20%	10%	20%	10%
Total	100%	20%	25%	30%	25%

Outcomes

A student:

- H1.1 analyses the effect of resource management on the well-being 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 well-being of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to well being
- 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

Dance

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Major Study & Process Diary	Task 2: Core Composition & Process Diary	Task 3: Core Performance	Task 4: Trial HSC Examination Practical
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 6	Date: Term 2 Week 9
		Outcomes: H2.1, H2.2, H2.3, H4.1, H4.2, H4.3	Outcomes: H1.2, H3.1, H3.2, H3.3, H3.4, H4.4	Outcomes: H1.1, H2.1, H2.2, H2.3, H4.4	Outcomes: H1.1, H2.1, H2.2, H2.3, H4.1, H4.2, H4.3
		TASK WEIGHTINGS			
Performance Core	20%			20%	
Composition Core	20%		20%		
Appreciation Core	20%		5%		15%
Major Study Elective	40%	25%			15%
Total	100%	25%	25%	20%	30%

Outcomes

Through activities in performance, composition and appreciation, a student:

- 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.
- H1.4 acknowledges and appreciates the relationship of dance and other media.
- 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 & Technology

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Presentation and Project Plan	Task 2: Case Study of an Innovation	Task 3: Trial HSC Examination	Task 4: Project Progress Report
		Date: Term 4 Week 9	Date: Term 1 Week 5	Date: Term 3 Week 1/2	Date: Term 3 Week 5
		Outcomes: H1.1-1.3, H3.1-3.3	Outcomes: H1.3.1, 1.5, 1.7	Outcomes: H1.1-1.4, H2.1-2.3	Outcomes: H 4.3, H 5.1, H5.2
		TASK WEIGHTINGS			
Knowledge and skills in: Innovation and Emerging Technologies	40%		20%	20%	
Designing and Producing	60%	30%			30%
Total	100%	30%	20%	20%	30%

Outcomes

A student:

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

English Advanced

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Common Module: Texts and the Human Experience (Short answer and extended)	Task 2: Module A: Textual Conversations (Multimodal)	Task 3: Module B: Critical Study of Literature and Module C: The Craft of Writing (Critical and creative)	Task 4: Trial HSC Examination (Common, Module B and C)
		Date: Term 4 Week 10	Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Week 1/2
		Outcomes: EA 12.1, 12.3,12.4, 12.5, 12.7, 12.9	Outcomes: EA 12.1,12.4, 12.5,12.6,12.7	Outcomes: EA 12.2, 12.3, 12.6 - 9	Outcomes: EA 12.1-9
		TASK WEIGHTINGS			
Common	30%	20%			10%
Module A	20%		20%		
Module B	25%			15%	10%
Module C	25%			15%	10%
Total	100%	20%	20%	30%	30%
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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

English Standard

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Common Module: Texts and Human Experiences. Portfolio. Including related material.	Task 2: Module B: Close Study of Literature. Multi-Modal Presentation.	Task 3: Module A: Language, Identity and Culture and Module C: Craft of Writing. Feature Article. (Includes 10% of Module C).	Task 4: Trial HSC Examination (Common, Module A, B and C)
		Date: Term 4 Week 10	Date: Term 1 Week 9	Date: Term 2 Week 9	Date: Term 3 Weeks 1/2
		Outcomes: EN12-1, EN12-3, EN12-5, EN12-6	Outcomes: EN12-1, EN12-5, EN12-7, EN12-9	Outcomes: EN12-1, EN12-2, EN12-5, EN12-8	Outcomes: EN12-1, EN12-4, EN12-6, EN12-7
		TASK WEIGHTINGS			
Common	25%	25%			10%
Module A	25%			15%	
Module B	25%		25%		
Module C	25%			10%	15%
Total	100%	25%	25%	25%	25%
Knowledge and understanding of course content	50%	15%	15%	10%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	50%	10%	10%	15%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

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

English Studies

Syllabus Components ↓	Syllabus Weighting ↓	Task 1: Common Module (Essay and reflection)	Task 2: Elective (Module C: On the Road Presentation)	Task 3: Trial HSC Examination (Common Module, Module C: On the Road and Module N: The Way We Were)	Task 4: Collection of classwork (Module C: On the Road Module N: The Way We Were Module K: The Big Screen)
		Date: Term 4 Week 10	Date: Term 1 Week 9	Date: Term 3 Week 1/2	Date: Term 3 Week 6
		Outcomes: ES12-1, ES12-4, ES12-7, ES12-3	Outcomes: ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	Outcomes: ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	Outcomes: ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10
		TASK WEIGHTINGS			
Common Module: Texts and Human Experience	30%	20%		10%	
Elective Module C: On the Road	25%		20%		5%
Elective Module N: The Way We Were	25%			20%	5%
Elective Module K: The Big Screen	20%				20%
Total	100%	20%	20%	30%	30%
Knowledge and understanding of course content	50%	10%	10%	15%	15%
comprehending texts, communicating ideas using language accurately, appropriately and effectively	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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

Food Technology

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Nutrition Structured Essay	<u>Task 2:</u> Manufacture & FPD Experimentation & Report	<u>Task 3:</u> AFI Case Study Food	<u>Task 3:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 6	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 6	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> H2.1, 3.2, 5.1	<u>Outcomes:</u> H1.3, 4.1	<u>Outcomes:</u> H1.4, 3.1	<u>Outcomes:</u> H1.1, H1.2, H2.1, 4.2
		TASK WEIGHTINGS			
Knowledge and Understanding of course content	40%		10%	5%	25%
Knowledge and skills in designing, researching, analyzing and evaluating	30%	20%	5%	5%	
Experimentation and applying theoretical concepts	30%		15%	15%	
Total	100%	20%	30%	25%	25%

Outcomes

A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation within the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H 5.1 develops, realises and evaluates solutions to a range of food situations

Geography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Fieldwork broadsheet and response on Ecosystems at Risk	In class skills and short answer writing task	Geographical Inquiry into Viticulture as an Economic Activity	Trial HSC Examination
		Date:	Date:	Date:	Date:
		Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Week 1/2
Outcomes:	Outcomes:	Outcomes:	Outcomes:		
H3.1, H3.2, H5.1	H3.2, H4.3, H5.2, H6.1	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2		
TASK WEIGHTINGS					
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	5%	5%	5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas & issues in appropriate terms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

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

Industrial Technology Timber

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Presentation and Project Plan	Task 2: Industry Study Timber Furnishings	Task 3: Trial HSC Examination	Task 4: Project Development and Management Report
		Date: Term 4 Week 9	Date: Term 1 Week 10	Date: Term 3 Week 1/2	Date: Term 3 Week 4
		Outcomes: H3.1, H3.2, H5.1	Outcomes: H3.2, H4.3, H5.2, H6.1	Outcomes: H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Outcomes: H2.1, H3.3, H4.1, H5.1, H5.2, H6.2
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%		20%	20%	
Knowledge and skills in the design, management, communication and production of a Major Project	60%	20%		10%	30%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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

Investigating Science

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 3:</u>
		Practical Investigation and Report: von Helmont Hypothesis	Research Task: Fact of Fallacy	Testing a Claim Online Quiz	Trial HSC Examination
		<u>Date:</u> Term 4 Week 6	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 8	<u>Date:</u> Term 3 Week 1/2
<u>Outcomes:</u> INS11/12-1, INS11/12-2, INS11/12-3, INS12-12	<u>Outcomes:</u> INS12-1, INS12-2, INS12-4, INS12-13	<u>Outcomes:</u> INS12-4, INS12-5, INS12-6, INS12-7, INS12-14	<u>Outcomes:</u> INS11/12-1, INS11/12-2, INS11/12-3, INS12-4, INS12-5, INS12-6, INS12-7, INS12-13, INS12-12, INS12-14		
TASK WEIGHTINGS					
Modules Assessed		Module 5 – Scientific Investigations	Module 6 - Technologies	Module 7 – Fact or Fallacy	Examination Module 5-7
Skills	60%	20%	15%	15%	10%
Knowledge & Understanding	40%	5%	5%	10%	20%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

INS12-1 develops and evaluates questions and hypotheses for scientific investigation

INS12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS12-3 conducts investigations to collect valid and reliable primary and secondary data and information

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

INS 12-5 analyses and evaluates primary and secondary data and information

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

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

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Legal Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Human Rights Research Task	<u>Task 2:</u> Crime in-class task	<u>Task 3:</u> Shelter Research and Essay	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 4 Week 7	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 7	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> H2, 3, 7, 8	<u>Outcomes:</u> H5, 7, 9	<u>Outcomes:</u> H1, 2, 4, 6, 10	<u>Outcomes:</u> H1, 2, 4, 9, 10
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%		10%		10%
Inquiry and research	20%	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

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

Marine Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 3:
		Practical and Theory: Indigenous Fishing Techniques	Research: Coral Reef Fact Sheet	Practical Activity: Testing an Estuarine Environment	Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 9	Date: Term 3 Week 1/2
		Outcomes: 1.2, 1.5, 2.2, 3.1, 3.3, 5.3, 5.4	Outcomes: 1.2, 3.1, 3.2	Outcomes: 2.1, 3.4, 5.4	Outcomes: 1.1, 1.3, 1.4, 3.2, 3.3, 3.4, 5.2, 5.3
TASK WEIGHTINGS					
Knowledge & Understanding	60%	10%	25%	15%	10%
Skills	40%	15%		10%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

Mathematics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 3:
		Question Bank and Topic Test – Differential Calculus	Investigation Style Task - can Mathematics predict periodic phenomena?	Topic Test – Descriptive Statistics & Bivariate Data Analysis	Trial HSC Examination
		Date: Term 1 Week 6	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 1/2
		Outcomes: H1-H2, H4, H6-H7	Outcomes: H1-H9	Outcomes: H1-H9	Outcomes: H1-H9
TASK WEIGHTINGS					
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- H1 seeks to apply mathematical techniques to problems in a wide range of contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- H4 expresses practical problems in mathematical terms based on simple given models
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 uses the derivative to determine the features of the graph of a function
- H7 uses the features of a graph to deduce information about the derivative
- H8 uses techniques of integration to calculate areas and volumes
- H9 communicates using mathematical language, notation, diagrams and graphs

Mathematics Extension 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Topic Test – Proof by Mathematical Induction	<u>Task 2:</u> Question Bank and Topic Test- Vectors	<u>Task 3:</u> Investigation Style Assessment	<u>Task 4:</u> Trial HSC Examination
		<u>Date:</u> Term 1 Week 2	<u>Date:</u> Term 1 Week 11	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Weeks 1/2
		<u>Outcomes:</u> ME12-1 ME12-6 ME12-7	<u>Outcomes:</u> ME12-2 ME12-6 ME12-7	<u>Outcomes:</u> ME12-3 ME12-6 ME12-7	<u>Outcomes:</u> ME12-1 to ME12-7
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	15%	10%	10%	15%
Problem solving, reasoning and justification	50%	15%	10%	10%	15%
Total	100%	30%	20%	20%	30%

Outcomes

A student:

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

Mathematics Extension 2

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Topic Test – Intro to Complex Numbers	Task 2: Investigation Style Assessment – Vectors	Task 3: Topic Test – Using Complex numbers and further Integration	Task 4: Trial HSC Examination
		Date: Term 4 Week 10	Date: Term 2 Week 3	Date: Term 2 Week 10	Date: Term 3 Weeks 1/2
		Outcomes: MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcomes: MEX12-3 MEX12-7 MEX12-8	Outcomes: MEX12-1 MEX12-4 MEX12-5 MEX12-7 MEX12-8	Outcomes: MEX12-1 to MEX12-8
		TASK WEIGHTINGS			
Understanding, fluency and communicating	50%	10%	10%	15%	15%
Problem solving, reasoning and justification	50%	10%	10%	15%	15%
Total	100%	20%	20%	30%	30%

Outcomes

A student:

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

Mathematics Standard 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Right-Angled Triangles Topic Test	Task 2: In-class Task; Networks	Task 3: Investigation Task; Buying a Car	Task 4: Trial HSC Examination
		Date: Term 1 Week 6	Date: Term 2 Week 3	Date: Term 2 Week 8	Date: Term 3 Week 1/2
		Outcomes: MS1-12-5 MS1-12-9 MS1-12-10	Outcomes: MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes: MS1-12-8 MS1-12-9 MS1-12-10	Outcomes: MS1-12-1 through to MS1-12-10
TASK WEIGHTINGS					
Understanding, fluency and communicating	50%	10%	15%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
Total	100%	20%	20%	30%	20%

Outcomes

A student:

- MS1-12-1 Uses detailed algebraic and graphical techniques to evaluate and construct arguments in arrange of familiar and unfamiliar contexts.
- 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 reasonable judgements about their reasonableness.
- MS1-12-4 Analyses simple two-dimensional models to solve practical problems
- MS1-12-5 Makes informed decision about financial situations likely to be encountered post-school.
- MS1-12-6 Represents the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7 Solves problems requiring statistical processes.
- MS1-12-8 Applies network techniques to solve network problems.
- MS1-12-9 Chooses and uses appropriate technology effectively and recognises appropriate times for such uses
- MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Mathematics Standard 2

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Question Bank and Topic Test; Data Analysis	Task 2: Investigation-Style Task; Investments & Loans	Task 3: Non-Right-Angled Trigonometry Online Question Bank	Task 4: Trial HSC Examination
		Date: Term 1 Week 6	Date: Term 2 Week 5	Date: Term 2 Week 8	Date: Term 3 Week 1/2
		Outcomes: MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	Outcomes: MS2-12-5 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 through to MS2-12-10
TASK WEIGHTINGS					
Understanding, fluency and communicating	50%	15%	15%	10%	10%
Problem solving, reasoning and justification	50%	15%	15%	10%	10%
Total	100%	30%	30%	20%	20%

Outcomes

A student:

- MS1-12-1 Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts.
- MS1-12-2 Analyses representations of data in order to make inferences and draw conclusions
- MS1-12-3 Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate.
- MS1-12-4 Analyses two-dimensional and three-dimensional models to solve practical problems.
- MS1-12-5 Makes informed decisions about financial situations, including annuities and loan repayments.
- MS1-12-6 Solves problems by representing the relationships between changing quantities in algebraic and graphical forms.
- MS1-12-7 Solves problems requiring statistical processes, including the use of normal distribution and the correlation of bivariate data.
- MS1-12-8 Solves problems using networks to model decision-making in practical problems.
- MS1-12-9 Chooses and uses appropriate technology effectively in a range of contexts and applies critical thinking to recognise appropriate times and methods for such use.
- MS1-12-10 Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others.

Modern History

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1: Civil Rights Historical Analysis Task	Task 2: Nation Study USA In class task	Task 3: Conflict in Indochina: Research / In-Class Essay	Task 4: Trial HSC Examination
		Date: Term 4 Week 9	Date: Term 1 Week 8	Date: Term 2 Week 6	Date: Term 3 Week 1/2
		Outcomes: MH 12.3, 12.8, 12.9	Outcomes: MH 12.1, 12.9	Outcomes: MH 12.2, 12.7, 12.9	Outcomes: MH 12.4, 12.5, 12.6, 12.9
		TASK WEIGHTINGS			
Knowledge and understanding of content	40%	5%	10%	10%	15%
Source-based skills	20%		5%	5%	10%
Historical inquiry and research	20%	15%		5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

Outcomes

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Music 1

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Composition Portfolio and Viva Voce	Core Performance Aural Analysis	Presentation or Submission; Topics 1 and 2 Elective I, II	Trial HSC Exam Aural Skills Exam Topic 3 Elective III
		Date: Term 4 Week 6	Date: Term 2 Week 1	Date: Term 2 Week 7	Date: Term 3 Week 1/2
		Outcomes: H2, 3, 4, 5, 7, 8	Outcomes: H1, 4, 5, 7	Outcomes: H1-8	Outcomes: H1-8
		TASK WEIGHTINGS			
Performance Core	10%		10%		
Composition Core	10%	10%			
Musicology Core	10%	10%			
Aural Core	25%		10%		15%
Elective	15%			15%	
Elective	15%			15%	
Elective	15%				15%
Total	100%	20%	20%	30%	30%

Outcomes

Through activities in performance, composition, musicology and aural, a student:

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.

Through activities in performance, composition, musicology and aural, a student:

- H5 critically evaluates and discusses performances and compositions.
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.

Through activities in performance, composition, musicology and aural, a student:

- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music.

Note:

- In addition to the assessment tasks, students must undertake a variety of smaller performance, composition, musicology and aural activities FOR EACH TOPIC in order to satisfy syllabus requirements.
- These additional activities may be class bases and/or individual based.
- The exact nature of these tasks will be more thoroughly outlined closer to the date of submission.

Numeracy

Syllabus Components ↓	Syllabus Weighting ↓	Task 1:	Task 2:	Task 3:	Task 4:
		In-Class Task; Spending money	Investigation Assessment Task; Life after School	In-Class Task; Reconciliation	Collection of student work
		Date: Term 4 Week 8	Date: Term 1 Week 6	Date: Term 2 Week 3	Date: Term 3 Weeks 7
		Outcomes: MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	Outcomes: MS2-12-5 MS2-12-9 MS2-12-10	Outcomes: MS2-12-1 through to MS2-12-10
TASK WEIGHTINGS					
Understanding, fluency and communication	50%	10%	15%	15%	10%
Problem solving, reasoning and justification	50%	10%	15%	15%	10%
Total	100%	20%	30%	30%	20%

Outcomes

A student:

- N6-1.1 Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.
- N6-1.2 Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-3.1 Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Personal Development, Health & Physical Education

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u> Health Priorities in Australia Research / Response	<u>Task 2:</u> Factors Affecting Performance Research / Response	<u>Task 3:</u> Trial HSC	<u>Task 4:</u> Sports Medicine Demonstration
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 3 Week 1/2	<u>Date:</u> Term 3 Week 4
		<u>Outcomes:</u> H1, 2, 16	<u>Outcomes:</u> H8, 9, 17	<u>Outcomes:</u> H1 to H17	<u>Outcomes:</u> H8, 13, 17
		TASK WEIGHTINGS			
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	15%	15%	15%	15%
Total	100%	25%	25%	25%	25%

Outcomes

A student:

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

Photography

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 2:</u>	<u>Task 3:</u>
		Collection of Work Process Diary	Collection of Work Process Diary	Individual Project	Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 10	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> M1, 2, 3, 4, 5, 6	<u>Outcomes:</u> CH1, 2, 3, 4, 5	<u>Outcomes:</u> M1, 2, 3, 4, 5, 6	<u>Outcomes:</u> M6, CH1, 2, 3, 4, 5, 6
		TASK WEIGHTINGS			
Making	70%	20%	20%	30%	
Critical & Historical Studies	30%				30%
Total	100%	20%	20%	30%	30%

Outcomes

Students:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

(M: Outcomes for making)

(CH: Outcomes for critical and historical studies)

Physics

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 3:</u>
		Secondary Sources Investigation: Application of Advanced Mechanics	Practical Skills Task: Making a Motor	Nature of Light: Online Quiz	Trial HSC Examination
		<u>Date:</u> Term 4 Week 9	<u>Date:</u> Term 1 Week 8	<u>Date:</u> Term 2 Week 5	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> PH12: 2 to 7 PH12: 12	<u>Outcomes:</u> PH12: 1 to 7 PH12: 13	<u>Outcomes:</u> PH12: 1 to 7 PH12: 12 to 15	<u>Outcomes:</u> PH12: 4 to 7 PH12: 12 to 15
TASK WEIGHTINGS					
Modules Assessed		Module 5	Module 6	Depth Study	Modules 5 to 8
Skills	60%	10%	15%	30%	5%
Knowledge and Understanding	40%	10%	5%	5%	20%
Total	100%	20%	20%	35%	25%

Outcomes

A student:

- 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

Knowledge and Understanding

A student:

- 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

Sport, Lifestyle & Recreation Studies

Syllabus Outcomes ↓	Syllabus Component Weight ↓	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	<u>Task 3:</u>
		Sports Coaching and Training Peer Teaching	Games and Sports Application II Net Sports	Sports Administration Organise a carnival	Trial HSC Examination
		Module 8.15 - Sports Coaching & Training	Module 8.7 - Games & Sports Application II	Module 8.14 - Sports Administration	Modules 8.7, 8.14 and 8.15
		<u>Date:</u> Term 4 Week 7	<u>Date:</u> Term 1 Week 9	<u>Date:</u> Term 2 Week 10	<u>Date:</u> Term 3 Week 1/2
		<u>Outcomes:</u> 1.3, 2.1, 3.2, 4.2	<u>Outcomes:</u> 1.1, 3.1, 4.4	<u>Outcomes:</u> 1.3, 1.6, 4.5	<u>Outcomes:</u> 1.1, 1.3, 1.6, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 4.5
TASK WEIGHTINGS					
Knowledge and understanding	50%	5%	5%	15%	25%
Skills	50%	20%	20%	10%	
Total	100%	25%	25%	25%	25%

Outcomes

A student:

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

Visual Arts

Syllabus Outcomes ↓	Syllabus Component Weight ↓	Task 1:	Task 2:	Task 3:	Task 4:
		Development of the Body of Work: VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	Written Task: Essay Past HSC Examination question	Trial HSC Examination: Written response art practice, criticism and history	Resolving the Body of Work: Submission of artworks under development, VAPD documenting experimentation, written reflections including explanation of intention and the links between material and conceptual practice
		Date: Term 4 Week 7	Date: Term 2 Week 1	Date: Term 2 Week 10	Date: Term 3 Weeks 1/2
		Outcomes: H1, H3, H4, H8, H10	Outcomes: H7, H8, H10	Outcomes: H7, H8, H9	Outcomes: H1, H2, H4, H5, H6
TASK WEIGHTINGS					
Art making	50%	20%			30%
Art Criticism and Art History	50%		20%	30%	
Total	100%	20%	20%	30%	30%

Outcomes

A student:

- H1 initiates and organizes art-making practice that is sustained, reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3 demonstrates an understanding of the frames when working independently in the making of art
- H4 selects and develops subject matter and forms in particular ways as representations in art making
- H5 demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7 applies their understanding of practice in art criticism and art history
- H8 applies their understanding of the relationships among the artist, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VAPD – Visual Arts Process Diary

BOW – Body of Works

COURSE: HSC 2019 /20 Construction Pathways

Assessment Events for Certificate II in Construction Pathways CPC20211			Event 3	Event 4	Event 5		Event 8	HSC Trial Exam	Work Placement 2
			Tiling or Concreting	Basic Levelling	Construction Project	Holistic	Concreting		
								Date: Week: 1/2 Term: 3	
Code	Unit of Competency								
CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	Select 1 Field Only	X						
CPCCCO2013A	Carry out concreting to simple forms						X		
CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and block laying materials Use bricklaying and block laying tools & equipment								
CPCCCM2006A	Apply basic leveling procedures			X					
CPCCCN2005A	Use construction tools and equipment *Any additional units as determined by assessment				X				
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros								
CPCCCM1014A	Conduct workplace communication								X

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

COURSE: HSC 2019 / 20 Kitchen Operations SIT20416

Student Competency Assessment Schedule

Assessment Events for Certificate II in Kitchen Operations SIT20416 examinable units		Topic Quizzes All units At completion of theory delivery of each unit as per scope and sequence	Event 2 Pop up Sandwich bar	Event 3 Light bites	Event 4 Winner Winner Chicken Dinner	Event 5 Source and Use Information	Event 6 E - Portfolio Final check	HSC Half Yearly Examination	Work Placement 2* 35hrs	Trial HSC Examination Date: Week: 1/2 Term: 3
Code	Unit of Competency									
SITHCCC006	Prepare Appetisers and Salads	√	√	√			√			
SITHKOP001	Clean Kitchen premises and equipment (HSC)	√	√	√	√		√			√
SITHCCC003	Prepare and present sandwiches	√	√				√			
SITHCCC005	Prepare dishes using basic methods of cookery (HSC)	√	√	√	√		√			√
BSBWOR203	Work effectively with others (HSC)	√	√	√	√		√			√
SITHIND002	Source and Use information on the Hospitality Industry (HSC)	√				√	√			√
SITXINV002	Maintain the quality of Perishable Items	√			√		√			
SITHCCC001	Use food preparation equipment (HSC)	√	√	√	√		√			√
BSBSUS201	Participate in Environmentally Sustainable work practices								√	
SITHCCC011	Use cookery skills effectively			√	√		√		√	
<p>All practical components of the units of competency listed below being delivered have ongoing assessment from the commencement of the course. Observational skills checklists, customer feedback sheets are supplied to monitor student progress. All completed sheets are to be maintained by the students in their portfolio.</p> <p>(SITHCCC011, SITHCCC001, BSBWOR203, SITXFSA001, SITXWHS001, SITHCCC005, SITHKOP001, SITXINV002, SITHCCC002, SITHCCC006, SITHCCC003)</p>										

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards a Certificate II in Kitchen Operations SIT20416.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements. *Selected units only to be confirmed by your teacher.

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

Assessment Events for Certificate I in Engineering MEM10105		Event 4	Event 5	Event 6	Event 7	Event 8	Event 9	Trial HSC Examination
		Technical Drawing	Work with others	Perform manual production/ sheet & plate assembly	Quality systems and procedures	Oxy Welding	Metal Arc Welding	
Code	Unit of Competency							Date: Week: 1/2 Term: 3
MEM09002B	Interpret technical drawing	X						
MEM16007A	Work with others in a manufacturing, engineering or related environment		X					
MEM15024A	Apply quality procedures				X			
MEM15002A	Apply quality systems				X			
MEM03001B	Perform manual production assembly			X				
MEM03003B	Perform sheet and plate assembly			X				
MEM04004C	Perform routine oxy-acetylene welding					X		
MEM050112C	Perform routine manual arc welding						X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10105 or a Statement of Attainment towards a Certificate I in Engineering MEM10105

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Selected units only to be confirmed by your teacher.**

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



Hunter River High School
ILLNESS OR MISADVENTURE APPEAL FORM

This form must be completed and lodged within one week of the due date with the respective Head Teacher.

Name:	Date:
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Subject:	Class teacher:
Task description:	Assessment due date:

Appeal outcome you are requesting:

Reasons for not meeting the requirements of this assessment task:

Head Teacher / Class Teacher Conference	
<i>Decision:</i> <input type="checkbox"/> Appeal not supported. <input type="checkbox"/> Appeal supported	<i>Option of support provided:</i> <input type="checkbox"/> A substitute task to be given. <input type="checkbox"/> An estimate to be given. <input type="checkbox"/> An extension of time to be provided. <input type="checkbox"/> Other _____
<i>Class teacher recommendation:</i>	
<i>Head Teacher recommendation:</i>	
New Due Date (if applicable): _____	

If no consensus on a decision between CT & HT: Deputy Principal / Head Teacher Conference	
<i>Decision:</i> <input type="checkbox"/> Appeal not supported. <input type="checkbox"/> Appeal supported	<i>Option of support provided:</i> <input type="checkbox"/> A substitute task to be given. <input type="checkbox"/> An estimate to be given. <input type="checkbox"/> An extension of time to be provided. <input type="checkbox"/> Other _____
<i>Notes:</i>	
New Due Date (if applicable): _____	

Student Signature:	Date:
HT Signature:	Date:

A signed copy of this completed form must be given to the student as the new Assessment Task notification.