YEAR 12
Assessment Handbook
2017
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At MacKillop Catholic College the majority of students who complete their studies through to Yr 10 are now choosing to complete their HSC as senior students. The HSC is the major school credential for students in NSW and is internationally recognised, meaning students have a number of pathways to tertiary studies or other courses and careers. Sitting for the Higher School Certificate, realises for students in most cases thirteen years of school education.

The changes to the HSC and the pathway for completing Vocational education means all students who satisfy the requirements can receive their HSC credential indicating significant trade qualifications and competencies that may lead to industry vocations. At MacKillop Catholic College, a Trade Training Centre operates to support this valued pathway for our students.

The value of the final two years of secondary education is much more than the HSC credential or the number of students that seek an ATAR (Australian Tertiary Admission Ranking). This ranking (not a mark) is how entry into university courses is determined across Australia and each State through their corresponding UAC Board (This is a separate board to the NSW Board of Studies) provides entry into university courses. Over the years, as senior students at this College have completed the HSC so many have gone on to attend university. This trend underpins the many opportunities now available to students who complete their HSC and gain good ATAR rankings for a wide range of university courses.

Belonging to MacKillop Catholic College has many benefits for senior students. The support and nurturing of each person’s spirituality and their connectedness with the Catholic community brings opportunities for personal growth with a greater sense of the needs of others. We are blessed at this College to have our Parish of St. Mary of the Cross MacKillop, as a meaningful influence on our lives. Students also have the opportunity to grow in maturity, in an environment where they are treated as young adults and where they are encouraged to be responsible. With their teacher’s help, they will grow in understanding of the world beyond school and home, they will be encouraged to develop the capacity for critical thought and they will be supported in becoming independent learners.

Indeed, the process of preparing for and completing the HSC has many additional benefits. The work ethic learnt in the demands of Years 11 and 12 will support those students who respond for the rest of their lives. The HSC is a pathway to future choices in life and should be see as an opportunity to connect well with the possible options and interests in finding their career path.

The quality of our teachers, their enthusiasm, pastoral care and passion for their subjects are well known and respected across the Central Coast. The senior years are the beginning of a new way to connect with people such as our teachers. The relationship between teacher and senior students can be one of the key elements for a successful journey to the HSC. There is nothing more exciting and challenging for a teacher than bringing out the best in a student who shares the teacher’s love of their subject.

This HSC Booklet has been designed to provide our parents and students with necessary information about Board of Studies requirements and the components that support the completion of each course. The Assessment schedules, weightings and related criteria need to be well understood and the students need to keep these areas in mind as they progress through the Preliminary Year, the mid HSC exams and then the Trial HSC exams that lead up to the final HSC exams.

No student or parent should feel alone with dealing with all that is involved with the senior years. Please do not hesitate to discuss or seek support from teachers, KLA Coordinators, Pastoral Year Coordinator, Curriculum Coordinator, College Counsellor or from the executive members of the College. We are all here to support our students.

I take this opportunity to wish students, their families and our staff all the very best for the exciting journey that lies ahead over the coming year.

Steve Todd
College Principal
COLLEGE CURRICULUM TEAM

COLLEGE PRINCIPAL ................................................................................................................. Mr S Todd
SECONDARY PRINCIPAL ........................................................................................................... Mrs D Ferguson
ASSISTANT PRINCIPAL ........................................................................................................... Mrs M McGuinness
RELIGIOUS EDUCATION COORDINATOR ........................................................................... Mrs C Price
CURRICULUM COORDINATOR .............................................................................................. Mr A Evanson
WELL BEING COORDINATOR ................................................................................................. Mr J McNamara

KEY LEARNING AREA COORDINATORS

Creative Arts (Visual Arts) ......................................................................................................... Mrs J Young
eLearning Coordinator ............................................................................................................ Ms E Sullivan
English ...................................................................................................................................... Ms A Lovett
Human Society & Its Environment .......................................................................................... Mrs M Boyd
Japanese ................................................................................................................................. Mrs H Beech
Learning Support ................................................................................................................... Mrs S Small
Mathematics ........................................................................................................................... Mr G Taylor
Performing Arts (Music/Dance/Drama) ................................................................................... Mrs F Milkins
Personal Development/Health/Physical Education .................................................................... Mr D Tomsett
Science ..................................................................................................................................... Mr I Cooper
Technological and Applied Studies ........................................................................................ Mr D Clair
Vocational Education Training [VET] ....................................................................................... Mr R Jones
Careers Adviser
Flexibly Delivered Courses ..................................................................................................... Mr A Evanson
1. **PATTERN OF STUDY**

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

(http://ace.bos.nsw.edu.au/ace-8005)

2. **EXCLUSIONS - TAFE DELIVERED VET HSC COURSES**

A student should ensure that if he/she is studying a TAFE delivered course do not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the preliminary or HSC study pattern.

**Category 1 - Overlap of Units of Competency**

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes particular units of competency, the relevant code numbers are shown in the TAFE documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

3. **SATISFACTORY COMPLETION OF A COURSE**

The Board of Studies requires that a student must complete satisfactorily a Preliminary and an HSC Course, before a result in that course can be obtained at the HSC. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- Achieved some or all of the course outcomes;

(http://ace.bos.nsw.edu.au/ace-8019)

- For courses where internal assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted. Furthermore, the student must fulfil the course completion criteria.

(http://ace.bos.nsw.edu.au/ace-8026)
‘N’ Determinations

The Board has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students may put themselves at risk if they do not regularly attend school. In special circumstances, the Principal can allow sick students to proceed, but they must attain the outcomes and satisfy the assessment requirements.

While the Board of Studies does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

In cases of non-completion of course requirements, an ‘N’ determination will be submitted via Schools Online. Courses that were not satisfactorily completed will not be printed on the Record of Achievement.

HSC Assessment

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

VET mandatory work placement

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.
Warnings

If at any time it appears that a student is at risk of being given an ‘N’ (Non completion of course requirements) determination in any course, including VET courses, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an ‘N’ determination in a course on Higher School Certificate eligibility.

The principal must:

• advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
• advise the parent or guardian in writing (if the student is under 18 years of age);
• request from the student or parent/guardian a written acknowledgement of the warning;
• issue at least one follow-up warning letter if the issue has not been corrected; and
• retain copies of the warning notice(s) and other relevant documentation.

Requirements for the HSC

Extension course 1 may not be completed without completion of the Preliminary Extension course. HSC Extension course 2 may not be completed without completion of the Preliminary Extension course and HSC Extension course 1. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject. VET Curriculum Framework courses, in all other subjects where Extension courses are available, they comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

4. AUSTRALIAN TERTIARY ADMISSION RANK

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities' Technical Committee on Scaling on behalf of universities in NSW and the ACT. (See the Universities Admissions Centre website at www.uac.edu.au)

Eligibility

• To be eligible for a ATAR a student must complete at least 10 units (including at least two units of English) of Board Developed Courses for which there are formal examinations conducted by the Board of Studies.
• The Board Developed Courses must include at least three courses of two units or greater and at least four subjects.
• From and including the 2006 HSC, an eligible ATAR pattern of study must include at least eight units of Category A courses.
Calculation of the ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that
- no more than two units of Category B courses be included.
- The ATAR may include units accumulated by a candidate over a total time span of five years.
- If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.
- The universities categorise Board Developed Courses as either Category A or Category B.

The following courses are Board Developed Category B courses, offered at MacKillop:

- Business Services – 240 hours
- Construction – 240 hours
- Entertainment Industry – 240 hours
- Hospitality – 240 hours

An optional written examination is offered for the HSC in some of these courses. If students want the results from these courses to be available for inclusion in the calculation of their ATAR, they must undertake the optional written examination. (Inclusion of these results is also subject to the ATAR rules).

- Board Endorsed Courses (BEC) cannot be included in the ATAR.
- There is no longer the provision of limited ATAR based on 8 units.

5. CHANGE OF SUBJECTS / COURSE / UNITS

Decisions regarding changes will be left to the discretion of the Principal, within the guidelines provided below.

Students studying an HSC course may not change subjects or courses unless the Principal is satisfied that they:

- will be able to complete all HSC course requirements, including assessment requirements.

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

- In Mathematics, students changing from Extension 2 to Extension 1 must also complete the Mathematics (2 unit) course. This is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments (see Higher School Certificate Events Timetable).

- will be able to complete all HSC Course requirements, and ATAR requirements in 2017.
Students wishing to change subjects must have completed the Change of Subject Form. This form needs to be signed by the parents, the relevant KLA Coordinators, Careers Coordinator and finally the Curriculum Coordinator.

Although the changes are checked by the Curriculum Coordinator, the final responsibility for choice of subjects rests with the student and parents. Parents and students must take final responsibility for ATAR requirements.

6. **GRANTING OF APPROVED LEAVE**

Granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave provided that he is satisfied that the reason for the absence is not substantial and that the progress of the student towards course outcomes will not be unduly affected.

Except in extraordinary circumstances, leave will not be granted from any Year 12 assessment task.

If a student needs to take leave from an assessment task, they must apply in writing to the Principal at least 2 weeks prior to departure providing clear evidence as to why leave should be given. Students must wait until the Principal has given permission, before taking leave. Students should not automatically assume leave has been granted. If leave is granted from an assessment task, the KLA Coordinator will make a decision about the consequences for the student and the task. If a ‘Hand in Task’ is due in this time the student must submit the task prior to leaving. These may include allowing them to complete the same task at another time OR complete an alternative task at another time OR being provided an estimate based upon evidence of progress through the duration of the course.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up. Students granted leave will be issued with a leave form by their Pastoral Coordinator which must be completed and returned prior to the student going on leave.

7. **ACCUMULATION OF HSC**

Accumulation of Preliminary and HSC courses

There is no time restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate for up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course. It will apply regardless of whether the student defers studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend over more than a five-year period. The five-year period is a ‘rolling period’ so that students wishing to go beyond the five years will have the earliest year’s presentation deleted. Students should submit a Higher School Certificate entry by the due date in any year in which they attempt an HSC course.

Students who are accumulating courses will receive a Record of Achievement or, in the case of candidates studying by self-tuition, a Result Notice for each calendar year of study. These cumulative transcripts will record all preliminary or HSC courses satisfactorily completed, including repeat attempts.
On completion of the accumulation, all patterns of study requirements must have been met for both the Preliminary and HSC study patterns. They need not be met for each calendar year of accumulation. Students who choose to accumulate must be aware that some courses, including Board Endorsed Courses, may be discontinued during the period of accumulation. In such cases, students may need to commence alternative courses to fulfil Higher School Certificate requirements.

Students who have completed the requirements for the award of the Higher School Certificate may continue to accumulate units beyond the minimum pattern of study. In general, students may not count more than one 240-hour Board Developed Course in the one subject for the award of the Higher School Certificate.

**Accumulation of Extension courses**

A student may accumulate an Extension course by presenting the 2 unit HSC course in one year and the related Extension course in a subsequent year within the five-year accumulation period. Extension courses within the VET Curriculum Frameworks may only be undertaken as Preliminary and/or HSC courses by students who are enrolled in, or have completed, the corresponding 240-hour course. While the Board will make every effort to give reasonable notice of changes to courses, students who choose to accumulate Extension courses must be prepared to accommodate such changes.

**Repeating**

- A candidate may repeat one or more HSC courses but must do so within the five-year accumulation period
- All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice.
- Students should note that UAC only recognises the most recent attempt as being eligible for inclusion in the calculation of the ATAR.
- In the case of Extension courses, students may repeat the Extension course only or the 2 unit course only or both the 2 unit course and the related Extension course.

**Implications of repeating**

For students who have already been awarded a Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void all previous results in that course for ATAR calculation purposes.

For students who have completed a 2 unit course and a related Extension course and who wish to change to another course in the same subject area (eg HSC English (Advanced) and HSC English Extension 1 to HSC English (Standard)) the latest attempt will void all previous results in that subject for ATAR calculation purposes.

For students who have not yet completed all requirements for the Higher School Certificate, and who are repeating a course within the five-year accumulation period, the latest attempt will void the previous results in that course both in regard to Higher School Certificate eligibility (i.e. the number of units satisfactorily completed in the current study pattern) and for ATAR calculation purposes.

**Note:** A student who completes a 2 unit Continuers or Background Speakers course is NOT permitted to undertake a 2 unit Beginners course in the same language as a repeat candidate.
Repeating and/or accumulating in Mathematics and English Extension courses

Whether or not a student has accumulated or repeated Extension course 1 and/or Extension course 2, no more than four units each of Mathematics and English may be counted for Higher School Certificate eligibility. The Record of Achievement reports every unit of Mathematics and English presented for examination by year. The student’s latest successfully completed course(s) will be considered for the calculation of a ATAR.

Repeating a submitted work

Students who repeat a course where a submitted work or project is required may not resubmit a work or project that was entered and marked in a previous year without the special permission of the Board.
APPEALS

Procedures for Appeals against ‘N’ Determinations
Where a Principal has determined that a student is to be issued with an ‘N’ in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student’s home address. Principals must also advise the student’s parents or guardians in writing of their right to appeal against the Principal’s determination. The Board will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the Board, the completed Principal's Determination form should be retained at the school.

Completion of appeal forms

If a student appeals to the school and the student’s appeal is successful at the school level, both the Principal’s Determination form and the Student Appeal should be retained at the school. The Office of the Board of Studies must be advised so that the ‘N’ determination may be removed and the alternative grade/assessment mark recorded.

If the student’s appeal is unsuccessful at the school level, the Principal's Determination form, the Student Appeal, the School Review – Principal’s Report form and any other relevant documentation should be retained at the school unless the student wishes to appeal to the Board of Studies in which case all forms and copies of warning letters must be sent to the Office of the Board of Studies for review of the appeal.

PROCEDURES FOR STUDENT APPEALS AGAINST SCHOOL

School review of assessments
Details of review procedures are the responsibility of individual schools. The Board’s recommended procedures to be employed within schools are outlined below:

• As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

• Students are not entitled to seek a review of teachers’ judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

• In conducting an assessment review it is necessary for the school to ascertain whether:
  - the weightings specified by the school in its assessment program conform with the Board’s requirements as detailed in the syllabus packages;
  - the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular,
  - the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
  - there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made. ( http://ace.bos.nsw.edu.au/ace-11011 )

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to the BOS. The advice on this appeal to the Board should include information about grounds for appeal.
STUDENT DISSATISFACTION WITH ASSESSMENT MARKS or RANKINGS

• If a student is dissatisfied with a mark / ranking and/or assessment task, he or she must discuss this with the KLA Coordinator concerned as soon as possible after the result has been communicated and ideally, within 2 days;
• If he/she is still not satisfied, he/she should speak to the Curriculum Coordinator
• If the situation has not been resolved, parents should write a formal letter to the Principal detailing concerns;
• A committee will be formed comprising the KLA coordinator, Curriculum coordinator, Secondary Principal and/or College Principal to consider all aspects of the appeal.
• Parents will be informed in writing of the school’s decision.

Appeals to the Board

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to the Board. There is no provision for appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:

(a) the school review process was adequate for determining items
(b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, the Board will not itself revise assessment marks or the order of merit

The Board will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Students’ evidence and reasons supporting appeals

Relevant evidence might include information about:
(a) the school’s stated assessment program;
(b) the assessment program as actually implemented;
(c) feedback given to the student about his or her performance in assessment tasks;
(d) the adequacy of the procedures used in the school review;
(e) the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

( http://ace.bos.nsw.edu.au/ace-11014 )
STUDENT RIGHTS & RESPONSIBILITIES

1. A student must work with diligence and sustained effort throughout the course in order to pass the course. This is a Board of Studies rule.

   • Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
   • Repeated failure to complete homework does not demonstrate diligence and sustained effort.
   • Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
   • Unexplained and constant absence from class does not demonstrate diligence and sustained effort.

2. Students have the right to:

   • be informed of the assessment policies of the school and BOS;
   • receive clear guidelines relating to the requirements of each assessment task
   • receive meaningful feedback that assists them to review their work
   • query the mark for an individual task at the time of its return.

3. A student is expected

   • to become familiar with and follow the assessment requirements set by the school;
   • sign and acknowledge the receipt of all mandatory assessment tasks
   • complete all set tasks on time, or talk to teachers about what is required;
   • avoid behaviour which could be considered cheating, including plagiarism;
   • follow up any concerns with tasks at the time they are marked and returned.

4. If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the Curriculum Co-ordinator (as outlined in the Assessment Policy – refer to Pg.20) All family leave and other must be approved by the Principal. An extension of time may be considered.

5. It is the responsibility of any student who is/has been absent:

   • to find out if any assessment tasks have been announced.
   • to report to the Curriculum Coordinator on the first day back in school, to collect an Illness Misadventure Form.
   • to produce a doctor’s certificate, where illness is involved
   • to produce evidence that is satisfactory to the Principal explaining the absence.

6. Where a student completes an assessment task either at home or in school, but feels he/she has been disadvantaged by illness or misadventure the students must approach the Curriculum Coordinator, with the appropriate documentation.

7. Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period. All of the above rules for assessment apply.
SCHOOL RIGHTS & RESPONSIBILITIES

1. To publish an assessment calendar to be distributed to all Stage 6 students

2. An assessment task may be declared null and void and the students may be asked to complete a different task. This may occur because the task failed to discriminate because some students had an unfair advantage e.g. they had been given the question beforehand or many in the group plagiarised the task. If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference;

3. A minimum notice of two weeks will be given for the exact date of an assessment task;

4. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period];

5. There is an assessment free period of one week prior to formal exam weeks: two weeks before the HSC trial;

6. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from an assessment task, unless the leave has been approved by the Principal and appropriate arrangements have been made.

7. A zero mark will be awarded in the event of:
   • Proven dishonesty or malpractice
   • Evidence of plagiarism
   • A non-serious attempt at an assessment
   • Failure to follow the correct procedure when either away on the day of a ‘test-type’ task or submission of an assessment task

8. If a candidate has been given zero marks because of failure to complete assessment tasks worth more than 50% of the final course assessment marks, an N (non completion of course) determination will be considered and the student will not be able to proceed in this course to the HSC.

9. An assessment review committee may be formed to decide on the appropriate action, if an appeal has been made.
SCHOOL BASED REQUIREMENTS

Pattern of study for Year 12 2016 – 17 at MacKillop Catholic College

The structure of post compulsory education in NSW is offered by the Board of Studies as Stage 6.

Stage 6 is comprised of TWO distinct courses;
• Preliminary Course (Yr.11 – 2016 Terms 1-3)
• HSC Course (Yr.12 – 2017 Term 4 2016 to Term 3 2017)

All 2 Unit Board Developed Courses must be studied for a minimum of 120 hours. On the current College timetable, this equates to 8 lessons per fortnight. Any 1 Unit Board Developed Courses must be studied for a minimum of 60 hours. On the current College timetable, this equates to 4 lessons per fortnight.

All students undertaking the Preliminary Course in 2016 MUST enrol in at least 12 units of Preliminary course that includes at least 1 Unit of Religion. The only exception to this rule is when students have elected to undertake Extension courses. In this situation, students need only to choose 11 Units + 1 Unit of Religion.

Students wanting to undertake the study of Extension courses in either English and Mathematics will need to seek advice from the respective KLA Coordinator. Students enrolling in either Preliminary Extension courses of English and/or Mathematics will not be able to discontinue these courses until the end of the Preliminary Course, as they will not satisfy the Board of Studies requirements.

The pattern of study MUST include;
• at least six units of Board Developed courses;
• at least two units of a Board Developed course in English;
• at least three courses of two units value (or greater); and
• at least four subjects
• no more than six units of Science (not including Senior Science)
• at least one unit of Studies of Religion
• students MUST firstly satisfy the requirements for Year 11 Preliminary Course before Attempting the HSC Course

At the end of the Year 11 Preliminary Course (approximately Term 3 Week 10), students will be entitled to adjust their pattern of study as long as they have sufficient units to satisfy the eligibility requirements for the Higher School Certificate. Students will not be allowed to discontinue Studies of Religion from their pattern of study.

Flexible Delivery Courses

Open High School – Languages

MacKillop Catholic College offers senior students the opportunity to study the Japanese Continuers course on campus. However the study of other languages is not always possible for several reasons in which case the option available for students is to study through the Open High School.

The Open High School operates in a distance education mode with students completing the bulk of their learning in their home schools via a variety of strategies including:
• Printed materials
• CD ROMS
• DVDs
• Telephone lessons
• Computer-assisted communication
• Internet-based exercises delivered via the school’s online Learning Management System, Moodle

This mode of delivery requires students to be self-directed and motivated learners. In 2016 the Curriculum Coordinator supervised the Open High School students assisting them with the organisation of equipment and telephone lessons as well as monitoring the return of work. Students must attend all telephone lessons and complete all designated work if they are to achieve in their language course. The Open High School also encourages students to attend face-to-face days which are usually held at Open High School once a term for students in Years 11 and 12 as these are valuable learning experiences where students meet their teachers and the other members of their class. At MacKillop Catholic College we have one student studying preliminary and one student studying HSC Spanish.

Diocese of Lismore Online Education Centre and Sydney Distance Education

Changes over the past ten years have broadened the options for students enrolling for the Higher School Certificate. Students are no longer confined to a mostly academic pathway or limited to courses that can be taught at their schools. It is now possible to study using several different modes of delivery, attending different campuses and institutions, pursuing various pathways over a number of years. The information in this section deals with one such mode of delivery. Online, flexible delivery courses have been made available within our Diocesan secondary schools to cater for specific student needs and to address equity issues associated with existing distance education.

It is not our intention to replace existing face-to-face classes with flexible delivery modes. What we are endeavouring to do is maintain a Catholic education for our students and to provide them with access to subjects that traditionally have created timetable difficulties due to their very small candidature.

The delivery of these subjects can and will be achieved through the use of emerging internet technologies. A teacher will use this infrastructure to teach students in various other schools, across several Dioceses. Some lessons will involve being on-line together at the same time, i.e. synchronously. Students follow up these lessons by accessing course materials and resources and completing set work in their own time, i.e. asynchronously. This asynchronous delivery can take place at school during the normal school day or at home in the student’s own time. However, in order to meet the course requirements and to cater for all schools and students it will be necessary to timetable the synchronous classes after school each week. This is similar to existing arrangements for Extension English, Mathematics and History that already exist in some schools although students would not need to remain at school in order to participate. This and the necessity of travelling to a regional location at least twice per year to work with the teacher face to face are commitments students must consider carefully when choosing these subjects. It is recommended that students have access to a computer with reliable internet access at home.

As part of the support network for these students a mentor will be based in each school. The mentor is the first point of contact for online students needing guidance and support. Another role of the mentor is to keep in contact with the appointed online teacher and monitor student progress. Mentors also have responsibility for the coordination of exams and other assessment events that the student attempts at school. All formal assessment tasks will be conducted at school. The internet will not be used as a means of conducting formal assessment tasks. School reports for online subjects will be issued by the Diocese of Lismore Online Education Centre.

Obviously this structure and the type of learning involved may not be suited to all students. However, for motivated and conscientious students, this form of delivery may provide the flexibility required to pursue a chosen pattern of study. At MacKillop Catholic College we have one student studying Geography through the Sydney Distance Education centre.
To help students considering University entry to decide on which subjects may better equip them for their ATAR the table below is included. This table, developed by the University Admission Centre outlines the contribution of each of the various HSC subjects to the ATAR in 2015.

Table A3  Descriptive statistics and selected percentiles for HSC marks and scaled marks by course

Notes:  
(i) The P99, P90, P75, P50, P25 columns refer to the 99th, 90th, 75th, 50th and 25th percentiles respectively.
(ii) The table excludes courses with less than 10 students and no percentile data are given for courses with less than 40 students.
(iii) This table should not be used as a simple HSC to scaled mark conversion table. For each HSC mark there can be a range of raw marks and therefore a range of scaled marks.

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STAGE 6: ASSESSMENT POLICY & PROCEDURES

The MacKillop Catholic College Stage 6 Assessment Policy has been developed from the Board of Studies - A Guide to HSC Assessment: HSC Assessment in a Standards Reference Framework.

When consideration is made to student appeals and the matters surrounding the Appeal are not clear cut, the Curriculum Coordinator will follow the Christian principle……

“caritas urget, justitio ordo”.

The matter may be decided on charitable grounds so long as it does not create an injustice to others.

Stage 6 HSC Course Assessment Program

All students will receive a Student Handbook that will cover all of the Board of Studies mandatory requirements necessary to successfully complete the Stage 6 HSC Course.

All students in Stage 6 HSC Course must be notified of an Assessment Event in writing,

• at least two weeks prior to the due date,
• indicating the nature of the task and the outcomes its seeking to assess,
• date of issue
• the marking criteria that will be applied
• Copy of Task forwarded to College librarian
• Any alteration to Assessment calendar needs to be conveyed to parents and students in writing

If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference.

Staff are expected to provide students with the Assessment Event Information Sheet prior to any formal assessment tasks.

Students will receive a copy of the assessment schedule for each Stage 6 HSC Course. This schedule will indicate;

• The date for the task
• The weighting for the task
• The nature of the task
• The outcomes to be assessed for the task

Assessment Marks

Assessment tasks undertaken during the Preliminary component of a course do not contribute directly to the Higher School Certificate. The main purpose of the Preliminary Assessment Mark is to determine whether students are eligible to progress to the HSC component – a student whose achievement does not meet progression criteria is not able to continue in that course and faces the risk of having to repeat Year 11.

The School derives the HSC Assessment Mark for each student by adding the weighted marks from all formal assessment tasks for the HSC component of that course (to a maximum mark of 50 for a 1Unit course, 100 for a 2Unit course), then submits the student’s assessment mark for each course to the Board of Studies.
For **Board-determined courses**, where the syllabi are determined and distributed by the Board of Studies, the Board moderates this assessment mark against performance in the HSC examination for that course and reports the moderated mark alongside the HSC examination mark on the Record of Achievement.

When the Australian Tertiary Admissions Rank (ATAR) is computed, the HSC assessment and examination marks contribute equally to the total mark for each course. In cases of successful appeal on the grounds of illness/misadventure during the HSC examinations, however, the assessment mark for the course is doubled to count towards the ATAR.

For **Board-endorsed courses** – there is no external HSC examination. If these courses are one-year courses undertaken in Year 11, (eg Exploring Early Childhood) their satisfactory completion, or otherwise, is recorded on the Year 11 Record of Achievement. When studied as Year 11/12 courses, (eg Catholic Studies) the school assessment marks are reported on the HSC Record of Achievement, but are not moderated or scaled and do not contribute to the ATAR.

Assessment task marks are recorded and stored using the College’s Student Management System, Edumate. Student academic performance is reported to parents twice during the HSC year.

**Variation from the published assessment schedule/ calendar**

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the KLA Coordinator will negotiate a new date with the Curriculum Coordinator and advise the students in writing. Wherever feasible the KLA Coordinator will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that;
- the date will not generally be made earlier than that originally advised
- the weighting of the Task in the overall Assessment Program will not be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Other variations from the published student assessment schedule, including assessable outcomes for a specific task, may be altered at the discretion of the KLA Coordinator as long as students have received the alterations in writing (on the Assessment Information Sheet) at the issuing of the task.

**Submission of tasks (Assessment box)**

All assessments (other than class tests/ oral presentations/ folios, 3D models), must be submitted by the student personally to the Assessment Box located near the staff study no later than 3.30pm on the nominated due date. **No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member.** If a student is absent on the day and the Assessment is brought to school by someone else – they must personally lodge it into the Assessment Box (This Box is locked at all times). **Therefore, no responsibility is taken for a misplaced Assessment Task.**
Procedures to follow when absent from any Assessment Task

The first thing the College will do is to establish if you were absent for a valid reason. If your absence was not for a valid reason, you will receive a zero mark for the task.

Remember…..It is your responsibility to contact the school, provide evidence and find out the course of action to be taken, to ensure you don’t get zero.

What if I am (or going to be) absent from an assessment task?

IF YOU KNOW IN ADVANCE that you will be absent from an Assessment Task or Exam, the Assessment Appeal Form must be completed prior to the time scheduled for the Task. The form is available from the Curriculum Coordinator.

If you are absent on the day then you must

1. Contact the School (4392-9399) by 8.30am on the day itself and leave a message for the Curriculum Coordinator.
2. Be prepared to sit the task on return or hand the task in at the Curriculum Coordinators Office at the start of your first day back at school.
3. If you are absent on the day of an assessment and come in to hand in your task or arrange for someone else to submit your task then you MUST see the Curriculum Coordinator before Pastoral class on the day you return and collect an Assessment Appeal Form and follow its directions, including supplying a Doctor’s Certificate.
4. On the first day you return to the College, go to the Curriculum Coordinators Office before Pastoral class and collect an Assessment Appeal Form and follow its directions. During an exam period this would be the first day you are fit or well enough to continue with exams. You must bring with you a letter from home AND the evidence to show your absence was legitimate eg. In the case of sickness a doctor’s certificate that states the absence and that you were in no condition to do the task on the day. For reasons other than illness, some other form of evidence is required.
5. This form AND evidence must be taken to the Curriculum Coordinator immediately on the day of your return. If the Curriculum Coordinator is absent see the Assistant Principal and if the Assistant Principal is absent see the Principal.
6. The Curriculum Coordinator will indicate on the Assessment Appeal Form what course of action will be taken. You will receive a copy of this form.
   i. You may be given a provisional estimate for the missed task. This estimate will be finalized at the completion of the course and will be based on your performance in other similar completed tasks; or
   ii. You may be required to complete the missed task or a substitute task as soon as possible at a time decided by the KLA Coordinator; or
   iii. The award of zero will stand if the absence is not judged to be valid or if you have not followed the procedures set out in this document.

NOTE

Any task completed after other students may be used to obtain an estimate mark. The mark obtained in the task does not have to be used as the mark for that task.

Students who miss more than one Assessment Task in a particular subject area may be asked by the KLA Coordinator to attend a Parent Interview to discuss the implications. Students are reminded that in accordance with directions from the Board of Studies, they will be deemed unsatisfactory in a given subject if they fail to make a valid attempt at more than 50% of the Assessment Tasks in that subject.
What if I think my performance in a task has been affected by illness or misadventure?

The Board of Studies states it is not possible for the school to compensate for the effect of an existing illness or misadventure on your performance during a task. For example, if you are ill and you attempt a task then your mark for that task cannot be adjusted to compensate for your illness.

(a) Students who are so ill that they believe their performance will be adversely affected are advised to remain at home. You must obtain a medical certificate and follow the procedure outlined for being absent.

(b) Students who become ill during an Assessment Task/Exam should advise the supervisor. If they are unable to continue they will be sent to sick bay, parents contacted and the student will need to obtain a Medical Certificate.

(c) Students who experience some misadventure, eg car accident on the way to an Assessment Task/Exam are to immediately inform the Front Office by phone or upon arrival at the College. The secretaries will contact the Curriculum Coordinator who will decide what steps are to be taken.

Late attendance at an assessment task or examination

Students who arrive late for an in class type assessment type task, must still report to the class and attempt the assessment task. No extra time will be provided for students that arrive late to class for any assessment task. At the conclusion of the task, if a student believes that circumstances beyond their control have occasioned the lateness, they should report to the Curriculum Coordinator's office and collect and fill out an Illness Misadventure Form. The Curriculum Coordinator will consult with the KLA Coordinator to determine an appropriate course of action.

Students who arrive late for a school examination must complete and submit an Illness Misadventure Form. The Curriculum Coordinator will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of the Board of Studies will be followed, ie students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Curriculum Coordinator may exercise discretion in this regard; for external / public examinations no such discretion is available.

Extensions

Extensions will only be granted by the Curriculum Coordinator in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment Task, they must apply three (3) days in advance in writing (supplying documented evidence to validate the claim for the extension) before the task is due. The Curriculum Coordinator will consult with the relevant KLA Coordinator before making any decision. The Curriculum Coordinator will deal promptly with the application and advise the student of the outcome in writing (Illness Misadventure Form).

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.
What if I hand in a task late?

All take home type assessment tasks must be submitted (either via the assessment box) by 3.30pm unless alternative arrangements have been specified on the Assessment Information Sheet.

Any tasks submitted after 3.30pm will be deemed LATE.

If a student has not applied for and been granted an extension of time for the submission of an assessment task from the Curriculum Coordinator, a 20% penalty per day will apply for each day that the assessment task is late. Weekends will receive a 40% penalty. This penalty is applied to the maximum possible mark for the Task not the mark you gained.

Suspension from School

If a student is under suspension from School, they must assume they will complete all assessment tasks subject to the same conditions as other students – the same tasks in the same time period under the same rules.

In the case of an ‘in-class’ test type or examination based assessment task students will be direct by the school to either; –

- return to School to complete the task at a time and place designated by the Curriculum Coordinator
- complete a task under supervision at a separate venue and return it to School via;
  - another person (not a student) OR
  - email – forwarded to the Curriculum Coordinator at alan.evanson@dbb.catholic.edu.au OR
  - fax – College fax. No. 4392-9499 OR
  - Express Post. MacKillop Catholic College PO Box 4367 Lake Haven 2263

Students suspended from and decline the opportunity to attempt and submit an ‘in-class’ test type or examination based assessment task will be awarded a zero.

In the case of take home type of assessment task –

- return the task to the Curriculum Coordinator at alan.evanson@dbb.catholic.edu.au
  - another person (not a student) OR
  - email – forwarded to the Curriculum Coordinator at alan.evanson@dbb.catholic.edu.au OR
  - fax – College fax. No. 4392-9499
  - Express Post by the due date - Mackillop Catholic College PO BOX 4367 Lake Haven 2263

Students suspended from school will not be eligible for an extension and if an assessment task is not submitted by the date due it will considered as being late and attract a 20% per day penalty. (40% weekend).
Technological problems associated with assessment tasks

It is the responsibility of the student to ensure that a printed copy of the assessment task is submitted on the due date. Computers, printers and other devices need to be checked, well in advance of the due date to ensure they are in good working order. Students will not be granted permission for an extension due to technical problems. If a student encounters difficulties of this nature they are to report this to their subject teacher and make alternative arrangements. Students would always employ safe data management practices i.e.: students should retain all written draft copies, store backup electronic copies on disk/CD/memory stick and email, where possible, to the students own email address at the College.

Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own.

Examples of plagiarism include:

• Downloading information from the Internet and presenting this as your own work.
• Taking information from a published source (encyclopaedia, book, magazine etc) without acknowledgment.
• Copying another students work
• Getting help or ideas from another person without acknowledging this.

Whenever you quote information word for word, you must place quotation marks around the quote and you must acknowledge the author. Reference to the text the quote was taken from should be included in your Bibliography.

Students who commit plagiarism in assessment tasks:

• Will be informed by both the KLA Coordinator and the Curriculum Coordinator.
• Evidence will be provided of the plagiarism to the students.
• Parents/guardians will be informed as soon as possible.
• Students will be informed of the penalty based on the degree of plagiarism for that particular task.
• Students may receive zero for that task.

Non attempt

• You are expected to submit all Assessment Tasks even in cases where no mark is recorded.
• Failure to follow the above procedures will result in a N Award Warning Letter being sent to Parents/Guardian of the student.
• Consistent failure to submit Assessment Tasks could result in failure to satisfy the Board of Studies requirements i.e. You will be deemed unsatisfactory in a given subject if you fail to make a valid attempt at more than 50% of the Assessment Tasks in that subject.
• An N (non-completion) determination for the subject/s will be given and this could make the student ineligible for an HSC.

Invalid or Unreliable Task (HSC Assessment Schedules Page 32)

An Assessment task and its results, that is deemed to be invalid, due to an administrative problem, or unreliable, failing to discriminate between students or assess the desired outcomes, by the KLA Coordinator in consultation with the Curriculum Coordinator and the Secondary Principal may be set aside and an alternate task be set.

• Both students and parents will be notified in writing of this decision.
• An alternate task will be set, marked and the results recorded on Edumate.
• The original tasks and results will be held by the Curriculum Coordinator in case of appeal.
Certification of HSC Major Works

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Dance; Design and Technology; Drama; English Extension 2; Industrial Technology; Music; Society and Culture; Textiles and Design; and Visual Arts. (ACE Section 9.3.1)

Important WH&S considerations regarding Major Works
In respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should:
Recognise and reflect relevant State and National legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons. For further details regarding exclusions – refer to BOS ACE Manual - http://ace.bos.nsw.edu.au/ace-9016

NB: Any HSC project that might be considered dangerous to health or safety may not be marked.

Students should discuss with their class teacher with regard to the suitability of their major work. If they have any questions or uncertainties about their major work, they should consult their teacher.

Before commencement
Students are not permitted to commence the Major Work until the following requirements have been satisfied:
- Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- Been informed of the WH&S guidelines regarding major works
- Have received a written copy of the Board of Studies publication – HSC Assessments and Submitted Works: Advice to Students
- Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work
- Received written consent for the project to commence from the classroom teacher

During development
During the development phase for the major works, teachers will regularly monitor and assess the student’s progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is correctly and accurately acknowledged in the major work documentation.

Submission and Certification
The submission Dates for completion and hand-in to school for major work projects are determined by the Board of Studies and are published in the Higher School Certificate Practical Examination Important Dates Schedule.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher’s supervision, was the student’s own work and was completed by the due date. (BOS ACE Manual - http://ace.bos.nsw.edu.au/ace-9022 & 9023)

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to the Board of Studies. The Board will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results. ( http://ace.bos.nsw.edu.au )
# Practical Project: Record of Student's Progress

**Course:**

**Supervising teacher:**

**Student:**

**Project:**

Write a brief record of the student's progress on their project. Entries should be made as often as required to provide adequate documentation of the development of the project.

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HSC Certification of Major Works
Ver 1-0 (September 2010)

Before commencement

Curriculum Coordinator to distribute BOS documents –
- ‘HSC Assessments and Submitted Works: Advice to Teachers’
- ‘HSC Assessments and Submitted Works: Advice to Parents’

KLAC distributes to each student a written copy:
- Specific BOS course requirements and guidelines for the project outlined in Assessment & Reporting Documents
- Informs students of OHS guidelines (ACE 9.3.1.1)
- BOS document – ‘HSC Assessments and Submitted Works: Advice to Students’
- BOS – Practical Project: Record of Progress proforma (App.1)

Class teacher reviews each student’s initial plan for their project and signs off - PPRP proforma (filed with KLAC)

Class teacher to grant consent for the project to commence and signs off - PPRP proforma (filed with KLAC)

Student’s commence Major Work under supervision of teacher

Dance
Drama
DT
English Ext 2
Ind.Tech
Music
Textiles
Visual Art

Society & Culture
HSIE Coordinator outlines to student’s specific requirements for the PIP and distributes BOS proposal proforma (App.2)

Class teacher reviews each student’s PIP proposal and signs off using the BOS PIP proposal proforma (filed with KLAC)

Submission of Major Works
Certification by Class Teacher and Principal

“Teachers monitor and assess the development of performances and projects, certify that this material represents the student’s own work and ensure that child protection requirements are met through the consideration of material that may be inappropriate for a school based activity.” (BOS Advice to Schools B05/03-E8)

Best practice from the Board of Studies suggests:

1. Class teacher ensures Regular meetings with students to discuss and monitor progress on their projects. Observation/comments recorded on the PPRP proforma
2. Class teacher needs to ensure that course specific requirements for students to have either – process diaries, logbooks, body of work, journals are kept up to date. Teachers need to inspect these documents regularly, and initial and record the date. Observations/ comments are also recorded on the PPRP proforma
3. Class teacher needs to ensure that student’s understand the requirements regarding outside assistance and that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance is acknowledged in the project documentation

- If the class teacher has concerns regarding the authenticity of the student’s major work, the KLA Coordinator should be notified to further investigate the matter.
- Should the KLA Coordinator believe that there are sufficient concerns regarding the authenticity of the student’s major work, the Curriculum Coordinator must be notified and appropriate follow action is taken immediately e.g. Principal notified, Parents/ caregiver contacted and informed of the situation and the possible consequences

During the major work

Curriculum Coordinator to distribute BOS documents –
- ‘HSC Assessments and Submitted Works: Advice to Teachers’
- ‘HSC Assessments and Submitted Works: Advice to Parents’

Class teacher to use the PIP Progress Report proforma and follow BOS guidelines – Society and Culture Assessment & Reporting Pg.10 (App.3)
STAGE 6 EXAMINATION RULES & PROCEDURES

Before exam assembly
Students will assemble and line up 15 minutes before the advertised starting time of the exam (outside the venue for the exam) in alphabetical order to be marked off from a roll and allocated to a room for the exam

Equipment requirements
Students must have organised the following equipment and stored in a clear plastic sleeve; All equipment MUST be free from graffiti.

• black/blue pens
• red pen
• pencil
• eraser
• ruler
• calculator (Board of Studies approved)

During exams students will not be allowed to borrow equipment from other students
Pencil cases are not permitted in the exam room.

Student numbers
All students are to use their allocated school exam number as a means of identification on all exam papers.

Malpractice/cheating
Students caught either taking notes into the exam room or gaining any unfair advantage – this will be considered as malpractice and awarded a zero grade for that exam.

Students turning around or communicating with other students – this will be considered as inappropriate behaviour and gaining an unfair advantage. This type of action will be considered as malpractice.

Illness on the day of the examination
Refer to Assessment Policy p.21 of this handbook for the correct procedure to follow.

Late attendance at an assessment task or examination
Students who arrive late for a school examination must complete and submit an Illness Misadventure Form. The Curriculum Coordinator will determine an appropriate course of action based on the evidence supplied by the student. In general, the procedures of the Board of Studies will be followed, i.e. students may only be admitted to an examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal school examinations, the Curriculum Coordinator may exercise discretion in this regard; for external / public examinations no such discretion is available.

Behaviour during the exam

• Students will enter the exam room in silence & sit in the allocated place. Any form of communication between students will be considered as malpractice.

• Students making reference to notes whilst in the exam room will be considered as having an unfair advantage and will be awarded a zero for the test

• Students turning around or communicating with other students will be considered as engaging in inappropriate behaviour & gaining an unfair advantage. This type of action will be considered as malpractice.
• Students should ensure that they been to the toilet before the exam commences

• Students will not be allowed to leave the exam room early. They must remain seated and not disturb other students. Students deliberately disturbing or distracting other students during any part of the exam will jeopardize their paper being marked

• Graffiti of any description on exam papers will not be tolerated. Exam papers defaced, or containing any form of graffiti will not be marked

At the conclusion of the exam, the supervising teacher will collect all the test materials.
HSC COURSE ASSESSMENT SCHEDULES

The following pages contain a concise summary for all the mandatory assessment tasks for the Year 12 HSC Course 2016 - 2017
All assessment schedules are based on Board of Studies syllabus requirements for each course.

Important points to note

• Times for all assessment tasks are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.
• All students will receive and sign for the Assessment Information Sheet.
• Outcomes assessed may vary depending on the content covered.
• **If an assessment task fails to discriminate between students, the weight of an assessment task may be reduced and a substitute task will be applied to make up the difference or an alternate task may be set.**
• In the event that significant discrepancies have occurred during the marking of an assessment task or a problem has occurred with the administration of the task, the Principal, in consultation with the KLA Coordinator and the Curriculum Coordinator may either:
  - cancel the task and ensure that all students complete an alternative task OR
  - void the entire task in question and recalibrate the final mark for the task OR
  - void just the section of the task that is discrepant and recalibrate the final mark

In the event of this happening, both students and parents will be notified in writing of this decision.

An alternate task will be set, marked and the results recorded on Edumate.

The original tasks and results will be held by the Curriculum Coordinator in case of appeal
This calendar should only be used as a guide. Students will receive the precise date for either the submission of the assessment task or the scheduled date for the ‘test type’ task on the Official Assessment Information Sheet.

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## OUTCOMES

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>H1.1</td>
<td>describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context</td>
</tr>
<tr>
<td>H2.1</td>
<td>explain historical factors and assess their significance in contributing to change and continuity in the ancient world</td>
</tr>
<tr>
<td>H3.1</td>
<td>locate, select and organise relevant information from a variety of sources</td>
</tr>
<tr>
<td>H3.2</td>
<td>discuss relevant problems of sources for reconstructing the past</td>
</tr>
<tr>
<td>H3.3</td>
<td>analyse and evaluate sources for their usefulness and reliability</td>
</tr>
<tr>
<td>H3.4</td>
<td>explain and evaluate differing perspectives and interpretations of the past</td>
</tr>
<tr>
<td>H3.5</td>
<td>analyse issues relating to ownership and custodianship of the past</td>
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<tr>
<td>H3.6</td>
<td>plan and present the findings of historical investigations, analysing and synthesising information from a range of sources</td>
</tr>
<tr>
<td>H4.1</td>
<td>use historical terms and concepts appropriately</td>
</tr>
<tr>
<td>H4.2</td>
<td>communicate knowledge and understanding of historical features and issues using appropriate oral and written forms</td>
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<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weighting</th>
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<td>Part II Ancient Societies: Sparta</td>
<td>Part IV Historical Period and Part III Personalities in Their Times (prepared responses)</td>
<td>Part I Core: Cities of Vesuvius – Pompeii and Herculaneum Source-based task</td>
<td>Trial HSC Examination</td>
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<td>H3.1</td>
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| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | 40 |
| Source-based skills | 5 | 5 | 5 | 5 | 20 |
| Historical inquiry and research | | 10 | | 10 | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | 20 |

| MARKS | 20 | 30 | 20 | 30 | 100 |
### OUTCOMES

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>H1</td>
<td>evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</td>
</tr>
<tr>
<td>H2</td>
<td>analyses the ways in which models, theories and laws in biology have been tested and validated</td>
</tr>
<tr>
<td>H3</td>
<td>assesses the impacts of particular advances in biology on the development of technologies</td>
</tr>
<tr>
<td>H4</td>
<td>assesses the impacts and implications of biology on society and the environment</td>
</tr>
<tr>
<td>H5</td>
<td>identifies possible future directions of biological research</td>
</tr>
<tr>
<td>H6</td>
<td>explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism</td>
</tr>
<tr>
<td>H7</td>
<td>analyses the impact of natural and human processes on biodiversity</td>
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<tr>
<td>H8</td>
<td>evaluates the impact of human activity on the interactions of organisms and their environment</td>
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<tr>
<td>H9</td>
<td>describes the mechanisms of inheritance in molecular terms</td>
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<tr>
<td>H10</td>
<td>describes the mechanisms of evolution and assesses the impact of human activity on evolution</td>
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<tr>
<td>H11</td>
<td>justifies the appropriateness of a particular investigation plan</td>
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<tr>
<td>H12</td>
<td>evaluates ways in which accuracy and reliability could be improved in investigations</td>
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<tr>
<td>H13</td>
<td>uses terminology and reporting styles appropriately and successfully to communicate information and understanding</td>
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<tr>
<td>H14</td>
<td>assess the validity of conclusions from gathered data and information</td>
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<tr>
<td>H15</td>
<td>explains why an investigation is best undertaken individually or by a team</td>
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### Component

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding:</th>
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<tbody>
<tr>
<td>• The history, nature and practice of Biology, applications and uses of Biology and their implications for society and the environment, and current issues, research and development in Biology</td>
</tr>
<tr>
<td>• Cell ultrastructure and process, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</td>
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<tr>
<td>Skills in:</td>
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<tr>
<td>• Planning and conducting first hand investigations. Gathering and processing first hand data. Gathering and processing relevant information from secondary sources</td>
</tr>
<tr>
<td>Skills in:</td>
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<tr>
<td>• Communication information and understanding developing scientific thinking and problem-solving techniques. Working individually and in teams</td>
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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>1st Hand Investigation</td>
<td>Mid-Course Examination</td>
<td>Research Task and Investigation</td>
<td>Trial HSC Examination</td>
<td>H11, H12, H14</td>
<td>H1, H2, H3, H5, H6, H7, H8, H9, H10, H14, H15</td>
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<tr>
<td>T4 Wk 5</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 7</td>
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<td>Marks</td>
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Business Studies

Course: HSC
Category: A
Assessment Period: 2016 - 2017

OUTCOMES

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>H1</td>
<td>Critically analyses the role of business in Australia and globally</td>
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<tr>
<td>H2</td>
<td>Evaluates management strategies in response to changes in internal and external influences</td>
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<tr>
<td>H3</td>
<td>Discusses the social and ethical responsibilities of management.</td>
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<tr>
<td>H4</td>
<td>Analyses Business functions and processes in large and global businesses.</td>
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<tr>
<td>H5</td>
<td>Explains management strategies and their impact on businesses</td>
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<tr>
<td>H6</td>
<td>Evaluates the effectiveness of management in the performance of businesses</td>
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<tr>
<td>H7</td>
<td>Plans and conducts investigations into contemporary business issues.</td>
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<tr>
<td>H8</td>
<td>Organises and evaluates information for actual and hypothetical business situations</td>
</tr>
<tr>
<td>H9</td>
<td>Communicates business information, issues and concepts in appropriate formats</td>
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<tr>
<td>H10</td>
<td>Applies mathematical concepts appropriately in business situations</td>
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Component  | Task 1 | Task 2 | Task 3 | Task 4 | Weight |
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<tr>
<td>In class test – Business research and related in-class extended response</td>
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<td>Mid-Course Examination (objective response and short answer questions/ Extended response)</td>
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<tr>
<td>Business case studies: research, interpretation, application and communication</td>
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<tr>
<td>Trial HSC examination</td>
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T4. Wk 9  | T1 Wk 9-10  | T2 Wk 9  | T3 Wk 3 – 5  |

H1, H2, H3, H5, H7  | H1, H2, H3, H4, H5, H6, H9.  | H4, H5, H7, H8, H9, H10  | H1, H2, H3, H4, H5, H6, H8, H9, H10  |

| Knowledge and understanding of course content | 10 | 5 | 10 | 15 | 40 |
| Stimulus based inquiry | 10 | 10 |
| Inquiry based research | 10 | 10 |
| Communication of business information, ideas, and issues in appropriate forms | 5 | 5 | 5 | 5 | 20 |

Marks | 25 | 20 | 25 | 30 |
## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</td>
</tr>
<tr>
<td>H2</td>
<td>analyses the ways in which models, theories and laws in chemistry have been tested and validated</td>
</tr>
<tr>
<td>H3</td>
<td>assesses the impact of particular advances in chemistry on the development of technologies</td>
</tr>
<tr>
<td>H4</td>
<td>evaluates the impacts and implications of research in chemistry on society and the environment</td>
</tr>
<tr>
<td>H5</td>
<td>identifies possible future directions of chemical research</td>
</tr>
<tr>
<td>H6</td>
<td>explains reactions between elements and compounds in terms of atomic structures and periodicity</td>
</tr>
<tr>
<td>H7</td>
<td>describes the chemical basis of energy transformations in chemical reactions</td>
</tr>
<tr>
<td>H8</td>
<td>assesses the range of factors which influence the type and rate of chemical reactions</td>
</tr>
<tr>
<td>H9</td>
<td>describes and predicts reactions involving carbon compounds</td>
</tr>
<tr>
<td>H10</td>
<td>analyses stoichiometric relationships</td>
</tr>
<tr>
<td>H11</td>
<td>justifies the appropriateness of a particular investigation plan</td>
</tr>
<tr>
<td>H12</td>
<td>evaluates ways in which accuracy and reliability could be improved in investigation</td>
</tr>
<tr>
<td>H13</td>
<td>uses terminology and reporting styles appropriately and successfully to communicate information and understanding</td>
</tr>
<tr>
<td>H14</td>
<td>assess the validity of conclusions from gathered data and information</td>
</tr>
<tr>
<td>H15</td>
<td>explains why an investigation is best undertaken individually or by a team</td>
</tr>
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</table>

### Component

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
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<th>Task 4</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Research &amp; Poster Presentation</td>
<td>Mid-Course Examination</td>
<td>1st hand investigation Prac portfolio</td>
<td>Trial HSC Examination</td>
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<tr>
<td>T4 Wk 8</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 7</td>
<td>T3 Wk 9-10</td>
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<tr>
<td>H13, H14</td>
<td>H1, H4, H6, H10, H12, H15</td>
<td>H11, H12, 13, H14, H15</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</td>
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</table>

#### Knowledge & Understanding:

- The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry
- Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry

<table>
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<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
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</tbody>
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#### Skills in:

- Planning and conducting first hand investigations. Gathering and processing first hand data. Gathering and processing relevant information from secondary sources

<table>
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<td>20</td>
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#### Skills in:

- Communication information and understanding developing scientific thinking and problem-solving techniques. Working individually and in teams

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<tr>
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</tbody>
</table>

**Total Marks:** 100%
## COMMUNITY AND FAMILY STUDIES

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

### OUTCOMES

| 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 |
| 7.1 | appreciates differences among individuals, groups and families within communities and values their contributions to society |
| 7.2 | Develops a sense of responsibility for the wellbeing of themselves and others |
| 7.3 | appreciates the value of resource management in response to change |
| 7.4 | values the place of management in coping with a variety of role expectations |

### MODULES

<table>
<thead>
<tr>
<th>Modules</th>
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<tbody>
<tr>
<td>A</td>
<td>Research Methodology</td>
</tr>
<tr>
<td>B</td>
<td>Groups in Context</td>
</tr>
<tr>
<td>C</td>
<td>Parenting and Caring</td>
</tr>
<tr>
<td>D</td>
<td>Social Impact of Technology</td>
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### ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Weight</th>
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<td>4/8</td>
<td>4.1, 4.2</td>
<td>Independent Research Project (IRP)</td>
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<td>1/9-10</td>
<td>1.1, 3.3, 3.4, 4.2</td>
<td>Mid-Course Examination</td>
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<tr>
<td>2/6</td>
<td>3.4, 4.2, 6.2, 7.3</td>
<td>Report (10%) Prezi Design &amp; Handout (10%)</td>
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<td>3/7</td>
<td>2.2, 2.3, 5.2</td>
<td>Media Analysis</td>
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<td>3/3-5</td>
<td>2.1, 6.1, 6.2</td>
<td>Trial HSC Written Examination</td>
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## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>H1. 1</td>
<td>Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form</td>
</tr>
<tr>
<td>H1. 2</td>
<td>Performs, composes and appreciates dance as an artform</td>
</tr>
<tr>
<td>H1. 3</td>
<td>Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances</td>
</tr>
<tr>
<td>H1. 4</td>
<td>Acknowledges and appreciates the relationship of dance and other media</td>
</tr>
<tr>
<td>H2. 1</td>
<td>Understands performance quality, interpretation and style relating to dance performance</td>
</tr>
<tr>
<td>H2. 2</td>
<td>Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices</td>
</tr>
<tr>
<td>H2. 3</td>
<td>Values the diversity of dance performance</td>
</tr>
<tr>
<td>H3. 1</td>
<td>Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent</td>
</tr>
<tr>
<td>H3. 2</td>
<td>Demonstrates the use of the elements of composition/choreography in a personal style in response to a concept/intent</td>
</tr>
<tr>
<td>H3. 3</td>
<td>Recognises the values the role of dance in achieving individual expression</td>
</tr>
<tr>
<td>H3. 4</td>
<td>Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent</td>
</tr>
<tr>
<td>H4. 1</td>
<td>Understands the concept of differing artistic, social and cultural contexts of dance</td>
</tr>
<tr>
<td>H4. 2</td>
<td>Recognises, analyses and evaluates the distinguishing features of major dance works</td>
</tr>
<tr>
<td>H4. 3</td>
<td>Utilises the skills of research and analysis to examine dance as an artform</td>
</tr>
<tr>
<td>H4. 4</td>
<td>Demonstrates in written and oral form, the ability to analyses and synthesise when marking discriminating judgments about dance</td>
</tr>
<tr>
<td>H4. 5</td>
<td>Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation</td>
</tr>
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## COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Core Performance</td>
<td>Mid-Course Examination - Core Composition &amp; Appreciation</td>
<td>Major Study Elective</td>
<td>Trial Practical Examinations</td>
<td>Trial Appreciation Examination</td>
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</tr>
<tr>
<td>T4 Wk 8</td>
<td>T1 Wk 9-10 and T2, Wk 1</td>
<td>T2 Wk 4</td>
<td>T2 Wk 9</td>
<td>T3 Wk 3-5</td>
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<td></td>
</tr>
<tr>
<td>H1.2, H2.1, H2.2</td>
<td>H1. 1, H1.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5</td>
<td>H1.1-H4.5 **</td>
<td>H1.1-H4.3.4 **</td>
<td>H1.1, H4.1, H4.2, H4.3, H4.4, H4.5</td>
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<td>Core Performance</td>
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<tr>
<td>Core Composition</td>
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<td>10</td>
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<tr>
<td>Core Appreciation</td>
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<td>Major Study Elective</td>
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<td><strong>Marks</strong></td>
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</table>
### OUTCOMES

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

### COMPONENTS

<table>
<thead>
<tr>
<th>A</th>
<th>Designing and Producing</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>Innovation and Emerging Technologies</td>
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</tr>
</tbody>
</table>

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
<th>Mark</th>
<th>Rank</th>
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<tbody>
<tr>
<td>T4 W9 2016</td>
<td>H4.1, H4.3, H5.1, H5.2</td>
<td>Presentation of Major Design Project Display / Proposal</td>
<td>A 30</td>
<td>B 30</td>
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<tr>
<td>T1 W7</td>
<td>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H6.2</td>
<td>Case Study of Innovation</td>
<td>A 20</td>
<td>B 20</td>
<td></td>
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</tr>
<tr>
<td>T1/ Wk 9-10</td>
<td>H1.1, H1.2, H2.1, H2.2, H3.1, H6.2</td>
<td>Mid-Course Examination</td>
<td>A 20</td>
<td>B 20</td>
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<tr>
<td>T3/W3 – 5</td>
<td>H1.1, H1.2, H2.1, H2.2, H3.1, H6.2</td>
<td>Trial Examination</td>
<td>A 10</td>
<td>B 20</td>
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**Drama**

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

### OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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<tbody>
<tr>
<td>H1.1</td>
<td>uses acting skills to adopt and sustain a variety of characters and roles</td>
</tr>
<tr>
<td>H1.2</td>
<td>uses performance skills to interpret and perform scripted and other material</td>
</tr>
<tr>
<td>H1.3</td>
<td>uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works</td>
</tr>
<tr>
<td>H1.4</td>
<td>collaborates effectively to produce a group-devised performance</td>
</tr>
<tr>
<td>H1.5</td>
<td>Demonstrates directorial skills</td>
</tr>
<tr>
<td>H1.6</td>
<td>records refined group performance work in appropriate form</td>
</tr>
<tr>
<td>H1.7</td>
<td>demonstrates skills in using the elements of production</td>
</tr>
<tr>
<td>H2.1</td>
<td>demonstrates effective performance skills</td>
</tr>
<tr>
<td>H2.2</td>
<td>uses dramatic and theatrical elements effectively to engage an audience</td>
</tr>
<tr>
<td>H2.3</td>
<td>demonstrates directorial skills for theatre and other media</td>
</tr>
<tr>
<td>H3.1</td>
<td>critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</td>
</tr>
<tr>
<td>H3.2</td>
<td>analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</td>
</tr>
<tr>
<td>H3.3</td>
<td>demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements</td>
</tr>
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### COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Making</td>
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</tr>
<tr>
<td>Performing</td>
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</tr>
<tr>
<td>Critically Studying</td>
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</table>

### ASSESSMENT TASKS

*Outcomes dependant on student elective choices.*

### WEIGHTINGS

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Making</td>
<td>Individual Project Development Part 1</td>
<td>Mid-Course Examination</td>
<td>Group Performance Development</td>
<td>Individual Project Development Part 2</td>
<td>Trial Group Performance</td>
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<td>T2 Wk 5</td>
<td>T2 Wk 10</td>
<td>T3 Wk 3-5</td>
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<td>H1.3, H1.5, H1.7</td>
<td>H3.1, H3.2, H3.3</td>
<td>H1.1, H1.2, H1.3, H1.4, H1.6, H2.1, H2.2, H2.3</td>
<td>H1.3, H1.7, H2.3</td>
<td>H1.1-H3.3*</td>
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### Marks

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<td>Critically Studying</td>
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**Total Marks:** 100
# Economics

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

## OUTCOMES

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weight</th>
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<tbody>
<tr>
<td>In class test (objective response and short answer)</td>
<td>T4 Wk 8</td>
<td>T1 Week 9-10</td>
<td>T2 Wk 8</td>
<td>T3 Wk 3-5</td>
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<tr>
<td>Mid-Course Examination Research and related in class extended response: Global economy</td>
<td>H1, H2, H3, H4, H7, H10, H11</td>
<td>H1, H3, H4, H7, H10, H11</td>
<td>H1, H2, H4, H5, H6, H7, H8, H9, H10, H12</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H10, H11</td>
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<tr>
<td>Economic policies and management: Research, interpretation, application &amp; communication</td>
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<td>Trial HSC Examination</td>
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<tr>
<td>Knowledge and understanding of course content</td>
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<td>Stimulus based skills</td>
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<tr>
<td>Inquiry and research</td>
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<td>10</td>
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<tr>
<td>Communication of economic information, ideas and issues in appropriate forms</td>
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<td>5</td>
<td>5</td>
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<td>20</td>
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<tr>
<td>Marks</td>
<td>25</td>
<td>20</td>
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</table>
OBJECTIVES

A student

OBJECTIVE 1: Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.

H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning

H1.2 explains the ideas and values of the texts

H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms

H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques

OBJECTIVE 2: Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.

H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship

H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts

OBJECTIVE 3: Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.

H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

OBJECTIVE 4: Students will develop skills in planning and working independently and collaboratively and reflect on learning.

H4.1 plans and organises to complete tasks or projects, both individually and collaboratively

H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

COMPONENTS

A Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning. 30

B Students will develop skills in reading, listening and viewing and in writing, speaking and representing. 30

C Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts. 25

D Students will develop skills in planning and working individually and collaboratively. 15

ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk3</td>
<td>H1.1, H1.2, H1.3, H2.1</td>
<td>We Are Australians Written task</td>
<td>5 5 5 15</td>
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<tr>
<td>T1 Wk 9-10</td>
<td>H3.1, H3.2, H4.1, H4.2</td>
<td>English in Film Making Mid-Course Examination - Oral Presentation</td>
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<td>T2 Wk 8</td>
<td>H1.4, H2.1, H3.1, H2.2</td>
<td>English and Family Written Assignment</td>
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<td>T3 Wk 3</td>
<td>H1.1, H1.2, H1.3, H2.1</td>
<td>All Modules Trial Exam</td>
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<td>T3 Wk 6</td>
<td>H2.2, H2.3, H3.1, H3.2</td>
<td>English And Travel Written task</td>
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**OUTCOMES**

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<tbody>
<tr>
<td>H1</td>
<td>demonstrates an understanding of how relationships between composer, responder, text and context shape meaning</td>
</tr>
<tr>
<td>H2</td>
<td>demonstrates understanding of the relationships among texts</td>
</tr>
<tr>
<td>H3</td>
<td>develops language relevant to the study of English</td>
</tr>
<tr>
<td>H4</td>
<td>describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses</td>
</tr>
<tr>
<td>H5</td>
<td>analyses the effect of technology and medium on meaning</td>
</tr>
<tr>
<td>H6</td>
<td>engages with the details of texts in order to respond critically and personally</td>
</tr>
<tr>
<td>H7</td>
<td>adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts</td>
</tr>
<tr>
<td>H8</td>
<td>articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives</td>
</tr>
<tr>
<td>H9</td>
<td>assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas</td>
</tr>
<tr>
<td>H10</td>
<td>analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences</td>
</tr>
<tr>
<td>H11</td>
<td>draws upon the imagination to transform experience and ideas into text demonstrating control of language</td>
</tr>
<tr>
<td>H12</td>
<td>reflects on own processes of responding and composing</td>
</tr>
<tr>
<td>H13</td>
<td>reflects on own processes of learning</td>
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**COMPONENTS**

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
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<th>D</th>
<th>E</th>
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<tr>
<td><strong>Listening</strong></td>
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<td><strong>Speaking</strong></td>
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<td><strong>Writing</strong></td>
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<tr>
<td><strong>Viewing/Representing</strong></td>
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**ASSESSMENT TASKS**

<table>
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<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>A.T4 WK 9 B.T1 WK 2</td>
<td>H3, H7, H8, H11</td>
<td>A. Creative writing B. Essay</td>
<td>A 5 B 10 C 10</td>
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<tr>
<td>T1 WK 9-10</td>
<td>H2, H5, H9, H10</td>
<td>Mid-Course Examination Module A: <em>Run Lola Run</em></td>
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<tr>
<td>T2 WK 6</td>
<td>H6, H7, H11, H13</td>
<td>Module B: <em>Namatjira</em></td>
<td>A 10 B 5</td>
<td>15</td>
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<tr>
<td>T3 WK 3 – 5</td>
<td>H3, H6, H7, H11, H13</td>
<td>Trial HSC AOS &amp; all modules</td>
<td>A 10 B 20</td>
<td>30</td>
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<tr>
<td>T3 WK 6</td>
<td>H1, H4, H7</td>
<td>Module C: <em>The Story of Tom Brennan</em></td>
<td>A 15 B 15</td>
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<td><strong>TOTAL</strong></td>
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## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td><strong>H1</strong></td>
<td>explains and evaluates the effects of different contexts of responders and composers on texts</td>
</tr>
<tr>
<td><strong>H2</strong></td>
<td>explains relationships among texts</td>
</tr>
<tr>
<td><strong>H2A</strong></td>
<td>recognises different ways in which particular texts are valued</td>
</tr>
<tr>
<td><strong>H3</strong></td>
<td>develops language relevant to the study of English</td>
</tr>
<tr>
<td><strong>H4</strong></td>
<td>explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses</td>
</tr>
<tr>
<td><strong>H5</strong></td>
<td>explains and evaluates the effects of textual forms, technologies and their media of production on meaning</td>
</tr>
<tr>
<td><strong>H6</strong></td>
<td>engages with the details of text in order to respond critically and personally</td>
</tr>
<tr>
<td><strong>H7</strong></td>
<td>adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts</td>
</tr>
<tr>
<td><strong>H8</strong></td>
<td>articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives</td>
</tr>
<tr>
<td><strong>H9</strong></td>
<td>evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas</td>
</tr>
<tr>
<td><strong>H10</strong></td>
<td>analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts</td>
</tr>
<tr>
<td><strong>H11</strong></td>
<td>draws upon the imagination to transform experience and ideas into text demonstrating control of language</td>
</tr>
<tr>
<td><strong>H12</strong></td>
<td>reflects on own processes of responding and composing</td>
</tr>
<tr>
<td><strong>H12A</strong></td>
<td>explains and evaluates different ways of responding to and composing text</td>
</tr>
<tr>
<td><strong>H13</strong></td>
<td>reflects on own processes of learning</td>
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## COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>A</strong> Listening</td>
<td>15</td>
</tr>
<tr>
<td><strong>B</strong> Speaking</td>
<td>15</td>
</tr>
<tr>
<td><strong>C</strong> Reading</td>
<td>25</td>
</tr>
<tr>
<td><strong>D</strong> Writing</td>
<td>30</td>
</tr>
<tr>
<td><strong>E</strong> Viewing/Representing</td>
<td>15</td>
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## ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk 9-10</td>
<td>H6, H7, H11, H13</td>
<td>Mid-Course Examination Module A: King Richard / Looking for Richard</td>
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<tr>
<td>T2 Wk 6</td>
<td>H1, H4, H10, H12, H12A</td>
<td>Module B: Cloudstreet</td>
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<td>15</td>
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<tr>
<td>T3 Wk 3-5</td>
<td>H2A, H6, H7, H11, H13</td>
<td>Trial HSC AOS &amp; all modules</td>
<td>10</td>
<td>30</td>
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<tr>
<td>T3 Wk 6</td>
<td>H2, H4, H5, H9</td>
<td>Module C: The Art of Travel</td>
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**TOTAL** 15 15 25 30 15 100
# English (Extension 1)

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

## OUTCOMES

<table>
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<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td><strong>A student:</strong></td>
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<tr>
<td>H1</td>
<td>distinguishes and evaluates the values expressed through texts</td>
</tr>
<tr>
<td>H2</td>
<td>explains different ways of valuing texts</td>
</tr>
<tr>
<td>H3</td>
<td>composes extended texts</td>
</tr>
<tr>
<td>H4</td>
<td>develops and delivers sophisticated presentations</td>
</tr>
</tbody>
</table>

## COMPONENTS

**Objectives:**

1. Knowledge and understanding of complex texts and of how and why they are valued.  
2. Skills in: 
   - complex analysis  
   - sustained composition  
   - independent investigation.

## ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcome(s)</th>
<th>Task</th>
<th>Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>T1 Wk 2</strong></td>
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<td>Oral Task</td>
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<td><strong>T2 Wk 7</strong></td>
<td>H1, H2, H3, H4</td>
<td>Written Task</td>
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<td>15</td>
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<tr>
<td><strong>T3 Wk 3-5</strong></td>
<td>H1, H2, H3, H4</td>
<td>Trial Examination</td>
<td>10 10</td>
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<td><strong>TOTAL</strong></td>
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<td>25 25</td>
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## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>H1</td>
<td>A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation</td>
</tr>
<tr>
<td>H1.1</td>
<td>By autonomous, thorough and extensive investigation in a specialised field</td>
</tr>
<tr>
<td>H1.2</td>
<td>By monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal</td>
</tr>
<tr>
<td>H2</td>
<td>A student reflects on and documents own process of composition</td>
</tr>
<tr>
<td>H2.1</td>
<td>By developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas</td>
</tr>
<tr>
<td>H2.2</td>
<td>By monitoring, reflecting on and documenting their process of inquiry in a journal</td>
</tr>
<tr>
<td>H2.3</td>
<td>By presenting aspects of composition to specific audiences, in a range of modes</td>
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## COMPONENTS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Objective 1</td>
<td>Skills in extensive independent investigation</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Skills in sustained composition</td>
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## ASSESSMENT TASKS

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<tr>
<th>Term/ Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Tm 1 Wk 3</td>
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<td>Viva Voce addressing the proposal for the Major Work</td>
<td>Objective 1</td>
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<td>Objective 2</td>
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<tr>
<td>Tm 2 Wk 2</td>
<td>1, 2</td>
<td>Report - The impact of independent investigation on the development of the Major Work</td>
<td>Objective 1</td>
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<td>Objective 2</td>
<td>15</td>
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<td>Tm 2 Wk 10</td>
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<td>Draft version of the Major Work and reflection on progress to date</td>
<td>Objective 1</td>
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<tr>
<td></td>
<td></td>
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<td>Objective 2</td>
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Food Technology

Course: HSC
Category: A
Assessment Period: 2016 – 2017

OUTCOMES

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<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>H1.1</td>
<td>Explains manufacturing processes and technologies used in the production of food products.</td>
</tr>
<tr>
<td>H1.2</td>
<td>Examines the nature and extent of the Australian Food Industry.</td>
</tr>
<tr>
<td>H1.3</td>
<td>Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.</td>
</tr>
<tr>
<td>H1.4</td>
<td>Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment.</td>
</tr>
<tr>
<td>H2.1</td>
<td>Evaluates the relationship between food, its production, consumption, promotion and health.</td>
</tr>
<tr>
<td>H3.1</td>
<td>Investigates operations of one organization within the Australian Food Industry.</td>
</tr>
<tr>
<td>H3.2</td>
<td>Independently investigates contemporary nutrition issues.</td>
</tr>
<tr>
<td>H4.1</td>
<td>Develops, prepares and presents food using product development processes.</td>
</tr>
<tr>
<td>H4.2</td>
<td>Applies principles of food preservation to extend the life of food and maintain safety.</td>
</tr>
<tr>
<td>H5.1</td>
<td>Develops, realises and evaluates solutions to a range of food situations.</td>
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COMPONENTS

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Weighting</th>
<th>Tasks may include:</th>
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<tbody>
<tr>
<td>• (A) knowledge and understanding of food technology</td>
<td>20%</td>
<td>• food preparation and presentation exercises</td>
</tr>
<tr>
<td>• (B) skills in researching, analysing and communicating food issues</td>
<td>30%</td>
<td>• experiments</td>
</tr>
<tr>
<td>• (C) Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30%</td>
<td>• research assignments</td>
</tr>
<tr>
<td>• (D) skills in designing, implementing and evaluating solutions to food situations.</td>
<td>20%</td>
<td>• debates</td>
</tr>
<tr>
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<td>• oral presentations</td>
</tr>
<tr>
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<td>• case studies</td>
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<td>• industry reports</td>
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WEIGHTINGS

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<th>Assessment Components</th>
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<tbody>
<tr>
<td>(A) knowledge and understanding of food technology</td>
<td>20%</td>
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</tr>
<tr>
<td>(B) skills in researching, analysing and communicating food issues</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>(C) Skills in experimenting with and preparing food by applying theoretical concepts</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>(D) skills in designing, implementing and evaluating solutions to food situations.</td>
<td>20%</td>
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ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>T4/Wk9</td>
<td>H1.2, H3.1, H1.4</td>
<td>The Australian Food Industry</td>
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<tr>
<td>T1/Wk2</td>
<td>H1.1, H4.2</td>
<td>Half Yearly Examination</td>
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<td>T1 Wk 9-10</td>
<td>H1.1, H4.2</td>
<td>Food Manufacture</td>
<td>5</td>
<td>10</td>
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</tr>
<tr>
<td>T2 Wk 5</td>
<td>H1.3, H4.1, H5.1</td>
<td>Food Product Development</td>
<td>20</td>
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<tr>
<td>T3 Wk 1</td>
<td>H1.1, H1.2, H2.1, H3.2</td>
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<td>T3/Wk 3-5</td>
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<td>TOTAL</td>
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**Geography**

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016-2017

### OUTCOMES

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

<table>
<thead>
<tr>
<th></th>
<th>Knowledge and Understanding of course content</th>
<th>Geographical tools and skills</th>
<th>Geographical inquiry and research, including fieldwork</th>
<th>Communications of geographical information, ideas and issues in appropriate forms</th>
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<tbody>
<tr>
<td>A</td>
<td></td>
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</tr>
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</tr>
<tr>
<td>D</td>
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### WEIGHTINGS

A 40  
B 20  
C 20  
D 20

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>T4/W8</td>
<td>H1, H2, H5, H6, H10, H13</td>
<td>Sand Dunes Fieldwork Research</td>
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<tr>
<td>T1/W9</td>
<td>H1, H2, H4, H7, H10, H11, H13</td>
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<td>T2/W5</td>
<td>H1, H4, H7, H8, H9, H12, H13</td>
<td>Viticulture Fieldwork Research</td>
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<td>T3/W3</td>
<td>H1 – H13</td>
<td>Trial HSC Examination</td>
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OUTCOMES

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<tr>
<th>Code</th>
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<tr>
<td>E1.1</td>
<td>analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches</td>
</tr>
<tr>
<td>E2.1</td>
<td>plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches</td>
</tr>
<tr>
<td>E2.2</td>
<td>communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</td>
</tr>
<tr>
<td>E2.3</td>
<td>constructs a historical position about an area of historical inquiry and discusses and challenges other positions</td>
</tr>
</tbody>
</table>

Component | Task 1 | Task 2 | Weight |
---|---|---|---|
Knowledge & understanding of significant historical ideas and processes | Proposal Synopsis, Essay, Bibliography | Trial HSC | 10
| Term 1 – Term 3 | Term 3 – Week 3 – 5 | E1.1, E2.1, E 2.2, E2.3 | 10
Skills in designing, undertaking, communicating historical inquiry – The History Project | 40 | 40
Marks | 40 | 10 | 50
## OUTCOMES

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

## Term/Outcomes

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
<th>Mark</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/8 2016</td>
<td>H3.3, H4.3, H5.1, H5.2, H6.1, H6.2</td>
<td>Task 1 Project proposal and management • Statement of Intent • Initial Ideas • Research • Development of Ideas • Workshop Drawing • Calculations • Finance Plan</td>
<td>A: 20</td>
<td>B: 20</td>
<td></td>
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</tbody>
</table>

## Knowledge and Understanding

- **Course:** Industrial Technology
- **Category:** A
- **Assessment Period:** 2016 – 2017

### Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area
- **Weighting:** 40

### Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project
- **Weighting:** 60

### Total
- **Weighting:** 100
## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>H1.1</td>
<td>applies and explains an understanding of the nature and function of information technologies to a specific practical situation</td>
</tr>
<tr>
<td>H1.2</td>
<td>explains and justifies the way in which information systems relate to information processes in a specific context</td>
</tr>
<tr>
<td>H2.1</td>
<td>analyses and describes a system in terms of the information processes involved</td>
</tr>
<tr>
<td>H2.2</td>
<td>develops and explains solutions for an identified need which address all of the information processes</td>
</tr>
<tr>
<td>H3.1</td>
<td>evaluates and discusses the effect of information systems on the individual, society and the environment</td>
</tr>
<tr>
<td>H3.2</td>
<td>demonstrates and explains ethical practice in the use of information systems, technologies and processes</td>
</tr>
<tr>
<td>H4.1</td>
<td>Proposes and justifies ways in which information systems will meet emerging needs</td>
</tr>
<tr>
<td>H5.1</td>
<td>justifies the selection and use of appropriate resources and tools to effectively develop and manage projects</td>
</tr>
<tr>
<td>H5.2</td>
<td>assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices</td>
</tr>
<tr>
<td>H6.1</td>
<td>analyses situations, identifies needs, proposes and then develops solutions</td>
</tr>
<tr>
<td>H6.2</td>
<td>Selects, justifies and applies a methodical approach to planning, designing or implementing a solution</td>
</tr>
<tr>
<td>H7.1</td>
<td>Implements and explains effective management techniques</td>
</tr>
<tr>
<td>H7.2</td>
<td>uses methods to thoroughly document the development of individual and/or group projects</td>
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## COMPONENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>Weightings</th>
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<tbody>
<tr>
<td>A</td>
<td>Project Management</td>
</tr>
<tr>
<td>B</td>
<td>Information Systems &amp; Databases</td>
</tr>
<tr>
<td>C</td>
<td>Communication Systems</td>
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<tr>
<td>D</td>
<td>Option Strands</td>
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## ASSESSMENT TASKS

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<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
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<td></td>
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<td>Task 2: Half Yearly Examination</td>
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<td>1/9-10</td>
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<td>Task 3: Practical assignment - TPS</td>
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<td>Task 4: Multimedia Systems</td>
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<td>Task 6: Final Examination</td>
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**TOTAL** | 20 | 20 | 20 | 40 | 100 |
### OUTCOMES

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

<table>
<thead>
<tr>
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<th>Task 1</th>
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<th>Task 3</th>
<th>Task 4</th>
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<tr>
<td>C. Reading and Responding</td>
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<tr>
<td>D. Writing</td>
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### ASSESSMENT TASKS

- Outcomes assessed may vary depending on the content covered

<table>
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<tr>
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<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Interview / essay</td>
<td>T4 Wk 8</td>
<td>T1 Wk 7</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 7</td>
<td>T3 Wk 3-5</td>
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<td>Speaking</td>
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### OUTCOMES

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

### Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<td>T4 Wk 9</td>
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<td>T1 Wk 9-10</td>
<td>T2 Wk 9</td>
<td>T3 Wk 3 – 5</td>
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<td>including - Media file and related written task</td>
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Mathematics General 1

Course : HSC
Category: Content Endorsed Course
Assessment Period: 2016 – 2017

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>MGP-1</td>
<td>uses mathematics and statistics to compare alternative solutions to contextual problems</td>
</tr>
<tr>
<td>MGP-2</td>
<td>represents information in symbolic, graphical and tabular form</td>
</tr>
<tr>
<td>MGP-3</td>
<td>represents the relationships between changing quantities in algebraic and graphical form</td>
</tr>
<tr>
<td>MGP-4</td>
<td>performs calculations in relation to two-dimensional and three-dimensional figures</td>
</tr>
<tr>
<td>MGP-5</td>
<td>demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units</td>
</tr>
<tr>
<td>MGP-6</td>
<td>models financial situations relevant to the student’s current life using appropriate tools</td>
</tr>
<tr>
<td>MGP-7</td>
<td>determines an appropriate form of organisation and representation of collected data</td>
</tr>
<tr>
<td>MGP-8</td>
<td>performs simple calculations in relation to the likelihood of familiar events</td>
</tr>
<tr>
<td>MGP-9</td>
<td>uses appropriate technology to organise information from a limited range of practical and everyday contexts</td>
</tr>
<tr>
<td>MGP-10</td>
<td>justifies a response to a given problem using appropriate mathematical terminology</td>
</tr>
<tr>
<td>MGP-VA</td>
<td>develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation</td>
</tr>
</tbody>
</table>

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

COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>50</td>
</tr>
<tr>
<td>B</td>
<td>50</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS

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<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component A</th>
<th>Component B</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / 9-10</td>
<td>MGP2 → MGP11, MGIH-5, MGIH-9</td>
<td>Mid-Course Examination</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2 / 6</td>
<td>MGIH-5, MGIH-9, MGIH-10</td>
<td>Topic Test</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3 / 6</td>
<td>MGP2 → MGP11, MGIH-1 → MGIH-10</td>
<td>End of Course Examination</td>
<td>15</td>
<td>15</td>
<td>30</td>
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<tr>
<td>Total</td>
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## Mathematics General 2

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016-2017

### OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGP-1</td>
<td>uses mathematics and statistics to compare alternative solutions to contextual problems</td>
</tr>
<tr>
<td>MGP-2</td>
<td>represents information in symbolic, graphical and tabular form</td>
</tr>
<tr>
<td>MGP-3</td>
<td>represents the relationships between changing quantities in algebraic and graphical form</td>
</tr>
<tr>
<td>MGP-4</td>
<td>performs calculations in relation to two-dimensional and three-dimensional figures</td>
</tr>
<tr>
<td>MGP-5</td>
<td>demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units</td>
</tr>
<tr>
<td>MGP-6</td>
<td>models financial situations relevant to the student’s current life using appropriate tools</td>
</tr>
<tr>
<td>MGP-7</td>
<td>determines an appropriate form of organisation and representation of collected data</td>
</tr>
<tr>
<td>MGP-8</td>
<td>performs simple calculations in relation to the likelihood of familiar events</td>
</tr>
<tr>
<td>MGP-9</td>
<td>uses appropriate technology to organise information from a limited range of practical and everyday contexts</td>
</tr>
<tr>
<td>MGP-10</td>
<td>justifies a response to a given problem using appropriate mathematical terminology</td>
</tr>
<tr>
<td>MGP^VA</td>
<td>develops a positive attitude to mathematics and appreciates its capacity to provide enjoyment and recreation</td>
</tr>
</tbody>
</table>

### COMPONENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG2H-1</td>
<td>uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts</td>
</tr>
<tr>
<td>MG2H-2</td>
<td>analyses representations of data in order to make inferences, predictions and conclusions</td>
</tr>
<tr>
<td>MG2H-3</td>
<td>makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions</td>
</tr>
<tr>
<td>MG2H-4</td>
<td>analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles</td>
</tr>
<tr>
<td>MG2H-5</td>
<td>interprets the results of measurements and calculations and makes judgements about reasonableness including the degree of accuracy of measurements and calculations and the conversion to appropriate units</td>
</tr>
<tr>
<td>MG2H-6</td>
<td>makes informed decisions about financial situations, including annuities and loan repayments</td>
</tr>
<tr>
<td>MG2H-7</td>
<td>answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data</td>
</tr>
<tr>
<td>MG2H-8</td>
<td>solves problems involving counting techniques, multistage events and expectation</td>
</tr>
<tr>
<td>MG2H-9</td>
<td>chooses and uses appropriate technology to locate and organise information from a range of contexts</td>
</tr>
<tr>
<td>MG2H-10</td>
<td>uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response</td>
</tr>
<tr>
<td>MG2H-VA</td>
<td>appreciates the importance of mathematics in everyday life and its usefulness in contributing to society</td>
</tr>
</tbody>
</table>

### WEIGHTINGS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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</table>

### ASSESSMENT TASKS

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- Outcomes may vary depending on topics covered.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component A</th>
<th>Component B</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 / 8 (2016)</td>
<td>MGP3, MGP9, MGP10, MG2H-3, MG2H-9, MG2H-10</td>
<td>Topic Test</td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>1 / 9-10</td>
<td>MGP2 → MGP11, MG2 H-1, MG2 H-2, MG2 H-3, MG2 H-4, MG2H-5, MG2H-6</td>
<td>Mid-Course Examination</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>2 / 6</td>
<td>MG2H-5, MG2H-9, MG2H-10,</td>
<td>Topic Test</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>3 / 3 – 5</td>
<td>MGP2 → MGP11, MG2 H-1 → MG2H-10</td>
<td>Trial Examination</td>
<td>17</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<td><strong>50</strong></td>
<td><strong>100</strong></td>
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</table>


## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>demonstrates confidence in using mathematics to obtain realistic solutions to problems</td>
</tr>
<tr>
<td>P2</td>
<td>provides reasoning to support conclusions which are appropriate to the context</td>
</tr>
<tr>
<td>P3</td>
<td>performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</td>
</tr>
<tr>
<td>P4</td>
<td>chooses and applies appropriate arithmetic, algebraic, graphic, trigonometric and geometric techniques</td>
</tr>
<tr>
<td>P5</td>
<td>understands the concept of a function and the relationship between the function and its graph</td>
</tr>
<tr>
<td>P6</td>
<td>relates the derivative of a function to the slope of its graph</td>
</tr>
<tr>
<td>P7</td>
<td>determines the derivative of a function through routine application of the rules of differentiation</td>
</tr>
<tr>
<td>P8</td>
<td>understands and uses the language and notation of calculus</td>
</tr>
</tbody>
</table>

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

## COMPONENTS

<table>
<thead>
<tr>
<th>WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Concepts, Skills and Techniques</td>
</tr>
<tr>
<td>B Reasoning and communication</td>
</tr>
</tbody>
</table>

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### ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component A</th>
<th>Component B</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4 Week 8</td>
<td>P6, P7, P8, H1, H2, H5, H6, H9</td>
<td>Topic Test</td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Term 1 Week 9–10</td>
<td>P2, P11, H1, H2, H4, H5, H6, H8, H9</td>
<td>Mid-Course Examination</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Term 2 Week 6</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</td>
<td>Assignment Test</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Term 3 Week 3 – 5</td>
<td>P2, P11, H1–H9</td>
<td>Trial Examination</td>
<td>17</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>
OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE1</td>
<td>Appreciates the role of mathematics in the solution of practical problems</td>
</tr>
<tr>
<td>PE2</td>
<td>Uses multi–step deductive reasoning in a variety of contexts</td>
</tr>
<tr>
<td>PE3</td>
<td>Solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations</td>
</tr>
<tr>
<td>PE4</td>
<td>Uses the parametric representation together with differentiation to identify geometric properties of parabolas</td>
</tr>
<tr>
<td>PE5</td>
<td>Determines derivatives which require the application of more than one rule of differentiation</td>
</tr>
<tr>
<td>PE6</td>
<td>Makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations</td>
</tr>
</tbody>
</table>

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

COMPONENTS

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Concepts, Skills and Techniques</td>
<td>50</td>
</tr>
<tr>
<td>B Reasoning and Communication</td>
<td>50</td>
</tr>
</tbody>
</table>

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<th>Outcomes</th>
<th>Task</th>
<th>Component A</th>
<th>Component B</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4</td>
<td>PE1,PE2,PE3,PE6,HE1,HE2,HE5,HE6,HE9</td>
<td>Study Notes Test</td>
<td>8</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Term 1</td>
<td>PE1,PE6,HE2,HE3,HE7</td>
<td>Mid-Course Examination</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Term 2</td>
<td>PE1,PE6,HE2,HE3,HE6,HE7</td>
<td>Assignment Test</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Term 3</td>
<td>PE1,PE6,HE1,HE7</td>
<td>Trial Examination</td>
<td>17</td>
<td>18</td>
<td>35</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
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</tbody>
</table>
**Mathematics [Extension2]**

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

### OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>E1</td>
<td>appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems</td>
</tr>
<tr>
<td>E2</td>
<td>chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings</td>
</tr>
<tr>
<td>E3</td>
<td>uses the relationship between algebraic and geometric representations of complex numbers and of conic sections</td>
</tr>
<tr>
<td>E4</td>
<td>uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials</td>
</tr>
<tr>
<td>E5</td>
<td>uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion</td>
</tr>
<tr>
<td>E6</td>
<td>combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions</td>
</tr>
<tr>
<td>E7</td>
<td>uses the techniques of slicing and cylindrical shells to determine volumes</td>
</tr>
<tr>
<td>E8</td>
<td>applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems</td>
</tr>
<tr>
<td>E9</td>
<td>communicates abstract ideas and relationships using appropriate notation and logical argument</td>
</tr>
</tbody>
</table>

### COMPONENTS

<table>
<thead>
<tr>
<th></th>
<th>WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Concepts, Skills and Techniques</td>
</tr>
<tr>
<td>B</td>
<td>Reasoning and communication</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4</td>
<td>E2, E3 and E9</td>
<td>Study Notes Test</td>
<td>A (8)</td>
<td>B (7)</td>
</tr>
<tr>
<td>Week 7</td>
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</tr>
<tr>
<td>Term 1</td>
<td>E1, E2, E3, E4, E6, E9</td>
<td>Mid-Course Examination</td>
<td>A (15)</td>
<td>B (15)</td>
</tr>
<tr>
<td>Week 9-10</td>
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</tr>
<tr>
<td>Term 2</td>
<td>E2, E3, E4, E8, E9</td>
<td>Topic Test – Assignment test</td>
<td>A (10)</td>
<td>B (10)</td>
</tr>
<tr>
<td>Week 9</td>
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</tr>
<tr>
<td>Term 3</td>
<td>E1 - E9</td>
<td>Trial Examination</td>
<td>A (17)</td>
<td>B (18)</td>
</tr>
<tr>
<td>Week 3 – 5</td>
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<tr>
<td>TOTAL</td>
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<td>B (50)</td>
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# Modern History

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>H1.1</td>
<td>describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies</td>
</tr>
<tr>
<td>H1.2</td>
<td>analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</td>
</tr>
<tr>
<td>H2.1</td>
<td>explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</td>
</tr>
<tr>
<td>H3.1</td>
<td>ask relevant historical questions</td>
</tr>
<tr>
<td>H3.2</td>
<td>locate, select and organise relevant information from different types of sources</td>
</tr>
<tr>
<td>H3.3</td>
<td>analyse and evaluate sources for their usefulness and reliability</td>
</tr>
<tr>
<td>H3.4</td>
<td>explain and evaluate differing perspectives and interpretations of the past</td>
</tr>
<tr>
<td>H3.5</td>
<td>plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</td>
</tr>
<tr>
<td>H4.1</td>
<td>use historical terms and concepts appropriately</td>
</tr>
<tr>
<td>H4.2</td>
<td>communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</td>
</tr>
</tbody>
</table>

---

**Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weight**  
--- | --- | --- | --- | --- | ---  
Core Study World War 1. | T4 Wk 8 | T1 H1.1, H3.3, H3.4, H4.1 | T2 Wk 4 | T3 H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2 | 5 | 10 | 5 | 20 | 40  
Prepared Questions | T1 Wk 9-10 | H1.1, H1.2, H4.1, H4.2 | H1.2, H3.2, H3.5, H4.1, H4.2 | H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2 | 10 | 15 | 10 | 20  
Personality Study Research Essay | T1 Wk 9-10 | H1.1, H1.2, H4.1, H4.2 | H1.2, H3.2, H3.5, H4.1, H4.2 | H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2 | 5 | 15 | 5 | 20  
Trial HSC Examination | T1 Wk 9-10 | H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2 | H1.2, H3.2, H3.5, H4.1, H4.2 | H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2 | 10 | 15 | 10 | 20  
Knowledge and understanding of the course | 5 | 10 | 5 | 20 | 40  
Source based skills | 10 | 15 | 10 | 20 | 40  
Historical inquiry and research | 5 | 15 | 5 | 20 | 40  
Communication of historical understanding in appropriate forms | 10 | 5 | 5 | 20 | 40  
**Marks** | **15** | **25** | **25** | **35** | **100**
OUTCOMES

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

COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Core Performance</td>
<td>10</td>
</tr>
<tr>
<td>B Core Musicology</td>
<td>10</td>
</tr>
<tr>
<td>C Core Composition</td>
<td>10</td>
</tr>
<tr>
<td>D Core Aural</td>
<td>25</td>
</tr>
<tr>
<td>E Electives (Performance, Composition or Musicology)</td>
<td>45</td>
</tr>
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ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Composition</td>
<td>T1 Wk 2</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 4</td>
<td>T2 Wk 9</td>
<td>T3 Wk 3-5</td>
<td>10</td>
</tr>
<tr>
<td>Core Performance</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
# Personal Development, Health and Physical Education

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

## OUTCOMES

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

### Component Marks

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Task</strong></td>
<td>T4 Wk 10</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 7</td>
<td>T3 Wk 1</td>
<td>T3 Wk 3 – 5</td>
<td></td>
</tr>
</tbody>
</table>
| **Mid-Course Examination**          | H1,H2,H4,H5,H15,H16 | H1,H2,H3,H4,H5,H7,H8,H9,H10,H11,H14,H15,H16,H17 | H8,H9,H10,H16 | H8,H13,H16 | H1,H2,H3,H4,H5,H7,H8,H9,H10,H11,H13,H14,H15,H16,H17 | 40%
| **Designing a Training Program**    | 10     | 10     | 5      | 5      | 10     | 40%
| **Response to Sports Medicine**     |        |        |        |        |        | 30%
| **Trial HSC Examination**           |        |        |        |        |        | 30%
| **Knowledge & Understanding**       |        |        |        |        |        | 100%
| - Factors affecting health          |        |        |        |        |        | 30%
| - The way the body moves            |        |        |        |        |        | 30%
| **Skills in:**                      |        |        |        |        |        | 100%
| - Influencing personal and individual health |        |        |        |        |        | 30%
| - Taking action to improve participation and performance in physical activity |        |        |        |        |        | 30%
| **Skills in critical thinking, research and analysis** |        |        |        |        |        | 100%
| **Marks**                           | 20     | 20     | 15     | 15     | 30     | 100%   |
### OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</td>
</tr>
<tr>
<td>H2</td>
<td>analyses the ways in which models, theories and laws in physics have been tested and validated</td>
</tr>
<tr>
<td>H3</td>
<td>assesses the impact of particular advances in physics on the development of technologies</td>
</tr>
<tr>
<td>H4</td>
<td>assesses the impact of applications of physics on society and the environment</td>
</tr>
<tr>
<td>H5</td>
<td>identifies possible future directions of physics research</td>
</tr>
<tr>
<td>H6</td>
<td>explains events in terms of Newton’s Laws, Law of Conservation of Momentum and relativity</td>
</tr>
<tr>
<td>H7</td>
<td>explains the effect of energy transfers and transformation</td>
</tr>
<tr>
<td>H8</td>
<td>analyses wave interactions and explains the effects of those interactions</td>
</tr>
<tr>
<td>H9</td>
<td>explains the effects of electric, magnetic and gravitational fields</td>
</tr>
<tr>
<td>H10</td>
<td>describes the nature of electromagnetic radiation and matter in terms of the particles and forces involved</td>
</tr>
<tr>
<td>H11</td>
<td>justifies the appropriateness of a particular investigation plan</td>
</tr>
<tr>
<td>H12</td>
<td>evaluates ways in which accuracy and reliability could be improved in investigations</td>
</tr>
<tr>
<td>H13</td>
<td>uses terminology and reporting styles appropriately and successfully to communicate information and understanding</td>
</tr>
<tr>
<td>H14</td>
<td>assesses the validity of conclusions drawn from gathered data and information</td>
</tr>
<tr>
<td>H15</td>
<td>explains why an investigation is best undertaken individually or by a team</td>
</tr>
</tbody>
</table>

### Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding:</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>• The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kinematics and dynamics, energy, waves, fields and matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>• Planning and conducting first hand investigations. Gathering and processing first hand data. Gathering and processing relevant information from secondary sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>• Communication information and understanding developing scientific thinking and problem-solving techniques. Working individually and in teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Marks | 20 | 20 | 30 | 30 | 100% |
### OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Discuss advances in scientific understanding and technology that have changed the direction or nature of scientific thinking.</td>
</tr>
<tr>
<td>H2</td>
<td>Applies the processes that are used to test and validate models, theories and laws to investigations.</td>
</tr>
<tr>
<td>H3</td>
<td>Assesses the contribution of scientific advances on the development of technologies.</td>
</tr>
<tr>
<td>H4</td>
<td>Assesses the impacts of applications of science on society and the environment.</td>
</tr>
<tr>
<td>H5</td>
<td>Describes possible future directions of scientific research.</td>
</tr>
<tr>
<td>H6</td>
<td>Describes uses of the Earth’s resources.</td>
</tr>
<tr>
<td>H7</td>
<td>Identifies effects of internal and external environmental changes on the human body.</td>
</tr>
<tr>
<td>H8</td>
<td>Relates the properties of chemicals to their uses.</td>
</tr>
<tr>
<td>H9</td>
<td>Relates the structure of body organs and systems to their function.</td>
</tr>
<tr>
<td>H10</td>
<td>Discuss ways in which different forms of energy and energy transfers and transformations are used.</td>
</tr>
<tr>
<td>H11</td>
<td>Justifies the appropriateness of a particular investigation plan.</td>
</tr>
<tr>
<td>H12</td>
<td>Evaluates ways in which accuracy and reliability could be improved in investigation.</td>
</tr>
<tr>
<td>H13</td>
<td>Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.</td>
</tr>
<tr>
<td>H14</td>
<td>Assesses the validity of conclusions from gathered data and information.</td>
</tr>
<tr>
<td>H15</td>
<td>Explains why an investigation is best undertaken individually or by a team.</td>
</tr>
</tbody>
</table>

### Component Matrix

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Portfolio</td>
<td>1st hand investigation</td>
<td>Mid-Course Examination</td>
<td>Research Task Assignment</td>
<td>Trial HSC Examination</td>
<td>T4 Wk 9</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding:</td>
<td>H2, H11, H12, H13, H14, H15</td>
<td>H1, H3, H4, H6, H7, H8, H9, H13, H14</td>
<td>H1, H3, H4, H13, H14, H14,</td>
<td>H1-H15</td>
<td>40</td>
</tr>
<tr>
<td>Skills in:</td>
<td>Planning and conducting first hand investigations. Gathering and processing first hand data. Gathering and processing relevant information from secondary sources</td>
<td>20</td>
<td>10</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Skills in:</td>
<td>Communication information and understanding developing scientific thinking and problem-solving techniques. Working individually and in teams</td>
<td>10</td>
<td>20</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### Marks

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>20</th>
<th>30</th>
<th>30</th>
<th>100%</th>
</tr>
</thead>
</table>
## Society and Culture

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

### OUTCOMES

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

### Component

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Application and evaluation of social and cultural research methodologies</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>Marks</td>
<td>20</td>
<td>20</td>
<td>25</td>
<td>35</td>
<td>100</td>
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</table>
### OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>A student: Explains aspects of religion and belief systems</td>
</tr>
<tr>
<td>H2</td>
<td>Describes and analyses the influence of religion and belief systems on individuals and society</td>
</tr>
<tr>
<td>H3</td>
<td>Examines the influence and expression of religion and belief systems in Australia</td>
</tr>
<tr>
<td>H4</td>
<td>Describes and analyses how aspects of religious traditions are expressed by the adherents</td>
</tr>
<tr>
<td>H5</td>
<td>Evaluates the influence of religious traditions in the life of adherents</td>
</tr>
<tr>
<td>H6</td>
<td>Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias</td>
</tr>
<tr>
<td>H7</td>
<td>Conducts effective research about religion and evaluates findings from research</td>
</tr>
<tr>
<td>H8</td>
<td>Applies appropriate terminology and concepts related to religion and belief systems</td>
</tr>
<tr>
<td>H9</td>
<td>Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms</td>
</tr>
</tbody>
</table>

### COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of Course content</td>
</tr>
<tr>
<td>B</td>
<td>Source based skills</td>
</tr>
<tr>
<td>C</td>
<td>Investigation and Research</td>
</tr>
<tr>
<td>D</td>
<td>Communication of information, ideas and issues in appropriate forms</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Task Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4 Week 7</td>
<td>H1, H2, H4, H5, H6, H8, H9</td>
<td>Religion and Belief systems in Australia Post 1945 - Stimulus and short answer responses</td>
<td>A 5</td>
<td>15</td>
</tr>
<tr>
<td>Term 1 Week 8 – 9</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9</td>
<td>Research Task – Open Book Task to be conducted during the Mid-Course Examination</td>
<td>A 5</td>
<td>15</td>
</tr>
<tr>
<td>Term 3 Week 3 – 5</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9</td>
<td>Trial Examination</td>
<td>A 10</td>
<td>20</td>
</tr>
</tbody>
</table>

| Component Weightings | 20 | 10 | 10 | 10 | 50 |
# Studies of Religion 2 Unit

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016 – 2017

## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Explains aspects of religion and belief systems</td>
</tr>
<tr>
<td>H2</td>
<td>Describes and analyses the influence of religion and belief systems on individuals and society</td>
</tr>
<tr>
<td>H3</td>
<td>Examines the influence and expression of religion and belief systems in Australia</td>
</tr>
<tr>
<td>H4</td>
<td>Describes and analyses how aspects of religious traditions are expressed by the adherents</td>
</tr>
<tr>
<td>H5</td>
<td>Evaluates the influence of religious traditions in the life of adherents</td>
</tr>
<tr>
<td>H6</td>
<td>Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias</td>
</tr>
<tr>
<td>H7</td>
<td>Conducts effective research about religion and evaluates findings from research</td>
</tr>
<tr>
<td>H8</td>
<td>Applies appropriate terminology and concepts related to religion and belief systems</td>
</tr>
<tr>
<td>H9</td>
<td>Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms</td>
</tr>
</tbody>
</table>

## COMPONENTS

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>WEIGHTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowledge and understanding of Course content</td>
<td>40</td>
</tr>
<tr>
<td>B Source based skills</td>
<td>20</td>
</tr>
<tr>
<td>C Investigation and Research</td>
<td>20</td>
</tr>
<tr>
<td>D Communication of information, ideas and issues in appropriate forms</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Task Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4</td>
<td>H1, H2, H3, H4, H5, H6, H8, H9</td>
<td>Religion and Belief systems in Australia Post 1945 - Stimulus and short answer responses</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Term 1</td>
<td>H1, H2, H4, H5, H6, H7, H8, H9</td>
<td>Mid-Course Examination</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Week 9/10</td>
<td></td>
<td></td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Term 2</td>
<td>H1, H2, H4, H5, H6, H8, H9</td>
<td>Depth Study: Islam – Research</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Term 2</td>
<td>H1, H2, H5, H6, H7, H8, H9</td>
<td>Religion and Peace – In-class extended response</td>
<td>5</td>
<td>20</td>
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<tr>
<td>Week 10</td>
<td></td>
<td></td>
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<td>20</td>
</tr>
<tr>
<td>Term 3</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9</td>
<td>Trial Examination</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Week 3 – 5</td>
<td></td>
<td></td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Component Weighting</td>
<td>40</td>
<td>20</td>
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<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>
OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC1.1</td>
<td>Investigates religious beliefs and practices that impact on daily life</td>
</tr>
<tr>
<td>HSC 1.2</td>
<td>Explains the impact the belief in eternal life has on the way Catholics perceive and interact with the world</td>
</tr>
<tr>
<td>HSC2.1</td>
<td>Identifies the centrality of Jesus in Catholic Teaching and the meaning he gives to human life</td>
</tr>
<tr>
<td>HSC 2.2</td>
<td>Explains how the life, death and resurrection of Jesus gives new meaning to human life, suffering and death</td>
</tr>
<tr>
<td>HSC 3.1</td>
<td>Examines a range of ministries of the Catholic church and their responses to contemporary social issues</td>
</tr>
<tr>
<td>HSC 3.2</td>
<td>Interprets the role of the Church in guiding its members’ responses to moral and social issues</td>
</tr>
<tr>
<td>HSC 4.1</td>
<td>Explains the various roles in ministry and liturgy and identifies ways to participate</td>
</tr>
<tr>
<td>HSC 4.2</td>
<td>Identifies the role of Scripture in Christian life in relation to prayer</td>
</tr>
<tr>
<td>HSC 5.1</td>
<td>Recognises the value of participation in the life of the Church</td>
</tr>
<tr>
<td>HSC 5.2</td>
<td>Poses questions on their own and others’ responses to the message of the Gospel</td>
</tr>
</tbody>
</table>

This is a one unit course = 50 marks

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks’ notice.

<table>
<thead>
<tr>
<th>TERM</th>
<th>OUTCOME</th>
<th>TASK</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4 Week 9</td>
<td>6.1a, 6.1b, 6.3a, 6.4a</td>
<td>The Church in the World: Examination</td>
<td>20</td>
</tr>
<tr>
<td>Term 1 Week 9/10</td>
<td>6.1a, 6.1b, 6.2a, 6.2b</td>
<td>The Search for Meaning: Stimulus Response</td>
<td>15</td>
</tr>
<tr>
<td>Term 3 Week 2</td>
<td>6.3a, 6.4a, 6.4b, 6.5b</td>
<td>Life, Work and Love: Research Project</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
# Textiles and Design

**Course:** HSC  
**Category:** A  
**Assessment Period:** 2016-2017

## OUTCOMES

<table>
<thead>
<tr>
<th>Code</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>H1.1</td>
<td>critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project</td>
</tr>
<tr>
<td>H1.2</td>
<td>designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements</td>
</tr>
<tr>
<td>H1.3</td>
<td>identifies the principles of colouration for specific end-users</td>
</tr>
<tr>
<td>H2.1</td>
<td>communicates design concepts and manufacturing specifications to both technical and non-technical audiences</td>
</tr>
<tr>
<td>H2.2</td>
<td>demonstrates proficiency in the manufacture of a textile item/s</td>
</tr>
<tr>
<td>H2.3</td>
<td>effectively manages the design and manufacture of a Major Textiles Project to completion</td>
</tr>
<tr>
<td>H3.1</td>
<td>explains the interrelationship between fabric, yarn and fibre properties</td>
</tr>
<tr>
<td>H3.2</td>
<td>develops knowledge and awareness of emerging textile technologies</td>
</tr>
<tr>
<td>H4.1</td>
<td>justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-users</td>
</tr>
<tr>
<td>H4.2</td>
<td>selects and justifies manufacturing techniques, materials and equipment for a specific end-use</td>
</tr>
<tr>
<td>H5.1</td>
<td>investigates and describes aspects of marketing in the textile industry</td>
</tr>
<tr>
<td>H5.2</td>
<td>analyses and discusses the impact of current issues on the Australian textiles industry</td>
</tr>
<tr>
<td>H6.1</td>
<td>analyses the influence of historical, cultural and contemporary developments of textiles</td>
</tr>
</tbody>
</table>

## COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Knowledge and understanding of textiles and textiles industry. 50</td>
</tr>
<tr>
<td>B</td>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies. 50</td>
</tr>
</tbody>
</table>

## ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Outcomes</th>
<th>Task</th>
<th>Component</th>
<th>Weight</th>
<th>Mark</th>
<th>Rank</th>
</tr>
</thead>
</table>
| 4/9 (2016) | H1.1, H1.2, H1.3  
H2.1, H2.2, H2.3  
H6.1 | 12TD1.16  
Oral Presentation  
MTP Inspirations  
Contemporary designer research | A  
B | 10  
5  
10 | 25 |
| 1/6 (2017) | H3.1, H3.2  
H4.1, H4.2 | 12TD2.17  
MTP Visual design development  
Innovations in Textiles research | A  
B | 10  
5  
10 | 25 |
| 1/9-10 | H1.2, H1.3  
H2.1, H2.2  
H3.1, H3.2  
H4.1, H4.2 | 12TD3.17  
Half Yearly Exam - | A  
B | 10  
5 | 10 |
| 2/8 | H3.1  
H4.1, H4.2  
H 5.1, H 5.1  
H6.1 | 12TD4.17  
MTP Diary / Experimentation  
Properties and performance  
ACTFAI – Labelling requirements | A  
B | 15  
5  
5 | 25 |
| 3/3-5 | H1.2, H1.3  
H2.1, H2.2  
H3.1, H3.2  
H4.1, H4.2  
H5.1, H5.2, H6.1 | 12TD5.17  
Trial Examination | A  
B | 15  
5 | 15 |

| TOTAL | 50  
50 | 100 |
Visual Arts

Course: HSC
Category: A
Assessment Period: 2016 – 2017

OUTCOMES

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Making</td>
<td>VAPD/ BOW – Proposal &amp; progress</td>
<td>Mid-Course Examination</td>
<td>VAPD/ BOW – progress</td>
<td>Section 2 Response – Structured Essay</td>
<td>Trial HSC Examination Including both written paper and BOW</td>
<td></td>
</tr>
<tr>
<td>H1, H2, H3, H4, H5, H6</td>
<td>T4 Wk 8</td>
<td>T1 Wk 9-10</td>
<td>T2 Wk 4</td>
<td>T2 Wk 7</td>
<td>T3 Wk 3-5</td>
<td></td>
</tr>
<tr>
<td>Art Criticism and Art History</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

| Marks                      | 15 | 15 | 20 | 20 | 30 | 100 |
### Competencies

This VET course is delivered over two years and is not divided into Preliminary and HSC courses.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Qualification</th>
<th>HSC</th>
<th>BOS Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>core</td>
<td>compulsory</td>
<td>20</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment *</td>
<td>Cert II</td>
<td>Construction</td>
<td>compulsory</td>
<td>20</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>Cert I</td>
<td>Construction</td>
<td>compulsory</td>
<td>10</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>core</td>
<td>compulsory</td>
<td>15</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the construction industry</td>
<td>core</td>
<td>compulsory</td>
<td>25</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>core</td>
<td>compulsory</td>
<td>10</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>core</td>
<td>compulsory</td>
<td>10</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and interpret plans and specifications</td>
<td>core</td>
<td>compulsory</td>
<td>20</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCA2002B</td>
<td>Use carpentry tools and equipment</td>
<td>elective</td>
<td>Group B</td>
<td>10</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>CPCCCA2003A</td>
<td>Erect and dismantle formwork for footings and slabs on ground</td>
<td>elective</td>
<td>Group B</td>
<td>25</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>CPCCCA2011A</td>
<td>Handle carpentry materials</td>
<td>elective</td>
<td>Group B</td>
<td>20</td>
<td>nil</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>elective</td>
<td>Group H</td>
<td>20</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>CPCCCM2006B</td>
<td>Apply basic levelling procedures</td>
<td>elective</td>
<td>Group H</td>
<td>15</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>CPCCJN2001A</td>
<td>Assemble components</td>
<td>elective</td>
<td>Group F</td>
<td>15</td>
<td>CPCCOHS2001A</td>
</tr>
<tr>
<td>CPCCJN2002B</td>
<td>Prepare for off-site manufacturing process</td>
<td>elective</td>
<td>Group F</td>
<td>10</td>
<td>CPCCOHS2001A</td>
</tr>
</tbody>
</table>

- Predominately, assessments of competencies are integrated into the many classroom/workroom activities that are undertaken throughout the course.
- If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.

### Tasks

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Unit of Competency</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk 9-10</td>
<td>All Compulsory units</td>
<td>Mid-Course Examination</td>
</tr>
<tr>
<td>T3 Wk 3-5</td>
<td>All Compulsory units</td>
<td>Trial HSC Examination</td>
</tr>
</tbody>
</table>
## COMPETENCIES

VET courses are not divided into Preliminary and HSC courses; the delivery of Units is flexible.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Qualification</th>
<th>HSC</th>
<th>BOS Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
<td>Core</td>
<td>Mandatory</td>
<td>10</td>
<td>Nil</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>Work effectively in the creative arts industry</td>
<td>Core</td>
<td>Mandatory</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>Core</td>
<td>Mandatory</td>
<td>15</td>
<td>Nil</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
<td>Core</td>
<td>Mandatory</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td>CUALGT301</td>
<td>Operate basic lighting</td>
<td>Group A</td>
<td>Mandatory</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>CUASTA301</td>
<td>Assist with production operations for live performance</td>
<td>Group A</td>
<td>Mandatory</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>CUASOU301</td>
<td>Undertake live audio operations</td>
<td>Group A</td>
<td>Mandatory</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>CUAVSS302</td>
<td>Operate vision systems</td>
<td>Group A</td>
<td>Mandatory</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
<td>Core</td>
<td>Elective</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td>CUVPRP304A</td>
<td>Participate in collaborative creative projects</td>
<td>Core</td>
<td>Elective</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td>CUASMT301</td>
<td>Work effectively backstage during performances</td>
<td>Group A</td>
<td>Elective</td>
<td>25</td>
<td>Nil</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>Group B</td>
<td>Mandatory</td>
<td>20</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Workplacement</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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- If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.

## TASKS

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<thead>
<tr>
<th>Term/Week</th>
<th>Unit of Competency</th>
<th>Task</th>
</tr>
</thead>
<tbody>
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<td>All Compulsory units</td>
<td>Mid-Course Examination</td>
</tr>
<tr>
<td>T3 Wk 3-5</td>
<td>All Compulsory units</td>
<td>Trial HSC Examination</td>
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</table>
COMPETENCIES
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<th>Qualification</th>
<th>HSC</th>
<th>BOS Hrs</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>Core</td>
<td>compulsory</td>
<td>15</td>
<td>nil</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>elective</td>
<td>compulsory</td>
<td>20</td>
<td>nil</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>Core</td>
<td>compulsory</td>
<td>10</td>
<td>nil</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
<td>Core</td>
<td>compulsory</td>
<td>15</td>
<td>nil</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>Core</td>
<td>KO&amp;Cookery Stream</td>
<td>20</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>Core</td>
<td>KO&amp;Cookery Stream</td>
<td>40</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>Core</td>
<td>KO&amp;Cookery Stream</td>
<td>10</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITXFSA201</td>
<td>Participate in safe food handling practices</td>
<td>elective</td>
<td>KO&amp;Cookery Stream</td>
<td>15</td>
<td>nil</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable supplies</td>
<td>Core</td>
<td>elective</td>
<td>5</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
<td>Core</td>
<td>elective</td>
<td>20</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>elective</td>
<td>elective</td>
<td>20</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetisers and salads</td>
<td>elective</td>
<td>elective</td>
<td>25</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>elective</td>
<td>elective</td>
<td>10</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td>elective</td>
<td>elective</td>
<td>15</td>
<td>SITXFSA101</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>elective</td>
<td>elective</td>
<td>20</td>
<td>nil</td>
</tr>
<tr>
<td>Workplacement</td>
<td></td>
<td>Mandatory</td>
<td></td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

- Predominately, assessments of competencies are integrated into the many classroom/workroom activities that are undertaken throughout the course.
- If a student is assessed as Not Yet Competent for any element of an assessment activity, they will be given other opportunities during the course to demonstrate their competence.

TASKS

<table>
<thead>
<tr>
<th>Term/Week</th>
<th>Unit of Competency</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 Wk 9-10</td>
<td>All Compulsory units</td>
<td>Mid-Course Examination</td>
</tr>
<tr>
<td>T3 Wk 3-5</td>
<td>All Compulsory units</td>
<td>Trial HSC Examination</td>
</tr>
</tbody>
</table>
Leave Acknowledgement Form

A letter to the Principal must accompany this leave form.

This form is to be submitted by students in Years 10 – 12 who wish to apply for leave other than illness or misadventure.

Student Name: SAMPLE ONLY

( Please print name in full )

Start of Leave: _____________________ Return to School: _____________________

Total Number of College days missed: _______

I _____________________________ as parent/guardian of __________________________ in Year _____ seek acknowledgement of my intention to remove my child from formal education in order to pursue an alternative activity. This application is made in advance (a minimum of 2 weeks prior to the commencement of leave) in order for the College to make a judgement about the allocation of grades and potential eligibility for academic acknowledgement of my child. I accept that failure to complete this declaration will adversely affect my child’s ability to demonstrate the academic course requirements and may withdraw them from potential academic awards.

The determination of the type of leave will come from the following two definitions:

<table>
<thead>
<tr>
<th>Learning Leave</th>
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<tbody>
<tr>
<td>Learning leave will need to be applied for when:</td>
</tr>
<tr>
<td>(a) The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.</td>
</tr>
<tr>
<td>(b) The student would NOT miss any formal assessment tasks, as per the College assessment calendar. This calendar can be accessed via the College website.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning and Assessment Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Assessment Leave will need to be applied for when:</td>
</tr>
<tr>
<td>(a) The student will be withdrawn from formal lessons which form the normal school day Monday to Friday during the designated school term.</td>
</tr>
<tr>
<td>(b) The student WILL miss a formal assessment task/s, as per the College assessment calendar.</td>
</tr>
</tbody>
</table>

Also complete the reverse side
The Tasks that will be missed have been identified and listed below:

My child will be taking:

Learning Leave   OR   Learning and Assessment Leave (Please circle)

<table>
<thead>
<tr>
<th>KLA/Subject</th>
<th>Assessment Item (indicate if in class or take home task)</th>
<th>Scheduled Date of Assessment</th>
<th>Revised Date of Assessment</th>
<th>KLA Coordinator Signature</th>
</tr>
</thead>
<tbody>
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</table>

By applying for leave I acknowledge that the following implications exist:

a) My child and I remain responsible for the academic requirements that may not be addressed, as a result of the leave. This includes skill development and content delivery. I may seek assistance (with a minimum of two weeks’ notice), from the class teacher, in order to assist my child with their education whilst he/she is on leave.

b) This application does not allow my child to be exempt for the formal assessments that are used by the College to determine grades and/or course marks. My child will have the opportunity to complete any missed assessment item in order to have access to the full range of grades in any course where an assessment has been missed, as per the Board of Studies requirements. All tasks must be completed in order for teachers to meet the BOS requirement in relation to grades.

c) My child may not be eligible for an academic award in any course for which I have applied for Assessment Leave. I understand that as my child has not completed the assessment item as per the schedule they have not met the same requirement/s as other students and therefore may be at an advantage compared to the cohort.

*I have read and understood the implications of applying for leave. If I have any further questions I will contact the appropriate KLAC or the Curriculum Coordinator to seek clarification*

Parent Name (print) ________________________________

Parent Signature: ________________________________

Student Name (print) ________________________________

Date: ___________________
Year 12 Student Handbook 2017

At MacKillop Catholic College, to help all students understand what is required for Assessment and to help with their organisation throughout the year, each student will be issued with a handbook outlining:

- the rights and responsibilities of both school and students
- the Assessment Policy and all of the associated administrative procedures that are associated with the policy
- assessment schedules and calendars for each course

I would encourage all parents/caregivers to read through the Handbook with their child and to familiarise themselves with the Stage 6 Assessment Policy.

Acknowledgement

**Student Name** ...............................................................

Would parents/caregivers kindly complete the section below and return this page to return it your son/daughter’s Pastoral Teacher.

Please ✔)

☐ Student has received a copy of the Year 12 Student Handbook

☐ Student has read the Assessment Policy and is aware on the administrative procedure that must be followed if Assessment Tasks are either submitted late OR if the student is absent from school for an in class test type Assessment Task

**Parents/Caregiver Signature** ...............................................................

**Students Signature** ...............................................................

Please return this page to your Pastoral Teacher