

NAGLE COLLEGE



Year 12

2017 - 2018

HIGHER SCHOOL CERTIFICATE ASSESSMENT INFORMATION HANDBOOK

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STAFF LIST 2017 - 18

Principal	Mrs Delma Horan dhoran@parra.catholic.edu.au
Assistant Principal	Mr Michael Hall mhall@parra.catholic.edu.au
Religious Education Co-ordinator	Mr Andrew Wilson awilson9@parra.catholic.edu.au
Leader of Teaching and Learning	Ms Dympna Reavey dreavey@parra.catholic.edu.au
Leader of Student Wellbeing	Mrs Diane Shean dshean@parra.catholic.edu.au
Administration Co-ordinator	Mr Christopher Fitzsimons cfitzsimons@parra.catholic.edu.au
Year 12 -Co-ordinator	Ms Gillian Mendez gmendez@parra.catholic.edu.au
KEY LEARNING AREA (KLA) CO-ORDINATORS	
RELIGIOUS EDUCATION Religion Catholic Studies Studies of Religion I Studies of Religion II	Mr Andrew Wilson awilson9@parra.catholic.edu.au
ENGLISH English Standard English Advanced English Extension 1 English Extension 2 English Studies	Ms Josephine Camilleri jcamilleri39@parra.catholic.edu.au
MATHEMATICS General Mathematics Mathematics Mathematics Extension 1 Mathematics Extension 2	Ms Jacky Foley jfoley@parra.catholic.edu.au

SCIENCE Biology Chemistry Physics	Mr Damian Armitage darmitage@parra.catholic.edu.au
CREATIVE and PERFORMING ARTS Dance Drama Music Course 1 Visual Arts	Ms Verity Cash vcash@parra.catholic.edu.au
HUMAN SOCIETY AND ITS ENVIRONMENT Ancient History Business Studies Economics History Extension Legal Studies Modern History Society and Culture Work Studies	Mr Greg Keith gkeith@parra.catholic.edu.au
LANGUAGES OTHER THAN ENGLISH French Continuers Japanese Continuers	Ms Dympna Reavey dreavey@parra.catholic.edu.au
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION Community and Family Studies Exploring Early Childhood Personal Development, Health and Physical Education	Mrs Karyn Tillman ktillman@parra.catholic.edu.au
TECHNOLOGICAL and APPLIED STUDIES Agriculture Food Technology Information Processes & Technology Textiles and Design	Ms Jacqueline McAlister JMcAlister2@parra.catholic.edu.au
VOCATIONAL EDUCATION AND TRAINING (VET) Hospitality	Ms Tess McGlenchy teresa.mcglenchy@parra.catholic.edu.au

SPECIAL RESOURCE TEACHERS	
English as a Second Language (ESL)	Mrs Ros Elliott
Teacher in charge of library	Mr Ernesto Gutierrez
Careers Advisors	Mrs Marie Etherington
College Counsellor	Mrs Cynthia Iniguez
Diversity	Mrs Cheryl Godfrey



Nagle College is under the patronage of Nano Nagle who founded the congregation of the Presentation Sisters. Our College continues the educational emphasis which Nano Nagle initiated when she taught in Ireland. Her educational goal, based on her commitment to Jesus' message of love, was for each child to be Christian, literate and practical, so that the world may be transformed for the better by them. Like Nano's goal, we too wish to support the Nagle students in developing their gifts and talents so that they can take their places in the world with confidence.

The focus of this booklet is to ensure that all Year 12 students have a clear understanding of their responsibilities as candidates for the Higher School Certificate. It is crucial that all parents become familiar with the requirements for the award of the HSC so that they may continue to support their daughters through this important year. Please be assured of our ongoing commitment to our Year 12 students as they move through the final year of their secondary education.

God Bless,

Mrs Delma Horan
Principal

HSC COURSE REQUIREMENTS

Course Completion Criteria

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that she has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** herself with diligence and sustained effort to the set tasks and experiences provided in the course by the College; and
- (c) **achieved** some or all of the course outcomes.

Although the NSW Educational Standards Authority (NESA) does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion criteria may not be met. **Regular attendance at school is seen as an essential element for achieving criteria b and c .**

ASSESSMENT

The assessment marks determined by the College for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by the external examination, although all the objectives measured by the examination must be covered and
- multiple measures and observations made throughout the course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination, thus increasing the accuracy of the final assessment of each student's achievement. Some knowledge and skills outcomes are better assessed in specific settings (e.g. research, fieldwork or practical skills) and these allow students to demonstrate their achievements through a variety of assessment tasks.

The assessment marks determined by the College will reflect the knowledge and skills objectives of the course and the related outcomes.

HSC Course Assessment

Assessment in the HSC course will involve a variety of activities. Some activities will be nominated as formal assessment tasks; others will be informal tasks. These tasks will provide a broad view of student achievement in the individual courses. Syllabus outcomes other than those measured in examinations may be assessed.

Students must complete HSC assessment tasks that contribute in excess of 50 percent of available marks in courses where internal assessment marks are submitted.

NESA REQUIREMENTS

NESA requires schools to provide an assessment mark for each student in each of the courses studied. The marks are derived from formal assessment tasks which are set in accordance with the College assessment programme for each course.

Schools are required to:

- specify various assessment tasks and allocate marks to each task;
- provide a schedule of tasks throughout the course;
- implement procedures relating to illness, misadventure, malpractice, late submission and non-completion of assessment tasks; and
- conduct appropriate reviews of the administration of assessment.

This booklet outlines the procedures established at Nagle College.

Notification of Assessment Tasks

1. All tasks are listed in the individual course assessment schedules. These schedules contain details of tasks, due dates, components and weightings.
2. An assessment calendar of all HSC tasks will be provided to students. As soon as this is issued, students are encouraged to record the dates in their diaries.
3. A detailed notification of the requirements for each task will be provided in class, in writing, **at least 2 weeks prior to the date for completion or submission**. This notification will include:
 - ☐ the topic;
 - ☐ the outcomes to be assessed;
 - ☐ the number of the task, the marks allocated, percentage weighting of the task and the date for submission or completion;
 - ☐ task description; and
 - ☐ marking criteria.
4. KLA Co-ordinators reserve the right, given adequate consultation with the Leader of Teaching and Learning, to change details (such as due date or outcomes) contained in this booklet. Students will, however, be given written notice of such changes **at least two weeks before the task is due**.
5. Each student will be given feedback on her achievement in each task. Should there be concerns about the allocated marks or ranks, **students must discuss the matter immediately with the class teacher in the first instance**.

SUBMISSION OF TASKS

Prepared tasks – assignments, research tasks, major works

- All such tasks must be submitted **NO LATER THAN 8.45 am on the morning** that the task is due, electronically via Turnitin, unless other arrangements have been discussed with the KLA Co-ordinator.
- When a task is submitted **after 8.45 am**, it will be **considered late**. The student will have to complete an illness/misadventure form, with appropriate written evidence, explaining the late submission. Late tasks are to be submitted to the Leader of Teaching and Learning upon the student's arrival at school.
- The penalties for late submission of tasks are as follows:
 - For the first day that a task is late, 25% of the marks awarded for the task will be deducted.
 - On the second day that the task is late, 50% of the marks awarded for the task will be deducted.
 - On the third day that a task is late, the task will receive a mark of zero.
- If a student is absent from school the day before a task is due, and does not provide a medical certificate or other applicable documentation, 25% of the marks awarded for the task will be deducted.
- It is the student's responsibility to ensure that the hard copy of a task is securely stapled and clearly labelled. It is also the student's responsibility to ensure that she signs the submission roll if she submits a hard copy of a task. Should a task be misplaced, this roll will be evidence that the task has been submitted. **A copy of written tasks should always be kept by the student.**
- When students use technology in the preparation of tasks, they must remember that a breakdown of that technology is always possible. Appropriate time management skills should be employed when completing tasks so that, if the computer or printer fails, there will still be time to complete the task.
- In the case of tasks submitted on a USB, hard copies should be kept both during and at the end of the task preparation period. Backing up work is an important part of a student's learning. Consideration will not be given for faulty technology.

In-class tasks - tests, prepared essays, examinations

Students must ensure that they have the appropriate equipment for each task. The required equipment will be published on the Assessment Task Notification and in the assessment task description.

Normal examination conditions will apply to all in-class tasks unless stated prior to the task.

Failure to Submit a Task or Attend a Task

If a student does not complete an assessment task specified in the assessment program after three days, and does not have an acceptable reason, she **will receive zero for that task**.

What to do if Absent from School When an Assessment is Scheduled

If a student is absent on the day of an in-class assessment or examination, a **parent must phone the College** and inform us of the student's illness and/or inability to attend the set task. Please ask for this information to be passed on to the relevant teacher/Co-ordinator and the Leader of Teaching and Learning. The student must complete an Illness/Misadventure Form and attach the necessary documentation (medical certificate, funeral notice, court notice, etc) to explain the absence, along with a written explanation from a parent/guardian. The Illness/Misadventure Form and documentation must be submitted to the Leader of Teaching and Learning **no later than 3 days** from the date of the student's return.

It is the role of the Leader of Teaching and Learning, in consultation with the KLA Co-ordinator and the Year 12 Co-ordinator, to consider the application and to make any recommendations to the Principal.

If a student is absent on the day of a hand-in assessment, and is unable to submit via Turnitin, **it is the student's responsibility to delegate a person (e.g. parent/guardian) to submit the task on her behalf, if possible.**

If the task cannot be delivered to the College, it should be emailed to the Leader of Teaching and Learning at dreavey@parra.catholic.edu.au

In cases where it is impossible for the task to be submitted on the due date, it must be handed to the Leader of Teaching and Learning **before school on the first day that the student returns to school.**

Where there is no valid reason for not completing an assessment task or failure to follow correct procedures, a zero mark must be recorded for that task. In this situation a **warning letter from the College will be sent to parents.**

NOTE: A student always retains the right to appeal.

Please note:

- An Illness/Misadventure Form for non-submissions should be completed, whatever the reason.
- Missing or failing to submit an assessment task will only be justified if the reason is deemed sufficiently serious. This would generally **not** include forgetting to bring a task nor would it include a known absence where an alternative arrangement was not made.
- **Handing in an Illness/Misadventure Form is not a guarantee that you will get it approved.**
- Illness would have to be serious enough to affect your ability to do the assessment task. It would not be an acceptable excuse where the illness occurred briefly near the time of submitting an assessment task for which you had substantial time to complete the task but left it until the last minute.
- Illness must be substantiated by a medical certificate. The certificate must clearly state why the task could not be attempted. A simple statement that the student was not able to come to school is not sufficient. Where there is a pattern of recurring illness affecting submission of assessment tasks, the school will require a doctor's certificate.
- The following cases are examples where absence from an assessment task would **not** generally be acceptable: dental appointments, holidays or sporting events.
- In cases where there are extenuating circumstances and the school is notified well before the due date of the task, approval may be granted to complete the task or a substitute task at an alternative time/date.

In exceptional circumstances, for example where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal could authorise the use of an estimate based on other appropriate evidence.

Requirements for Principals to warn students

NESA 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 Content Developed and/or Content Endorsed course in which they are enrolled in accordance with the requirements issued by NESA.

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

If it appears that a student is at risk of not meeting the assessment requirements in a course, a warning must be given. The Principal must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an “N” determination;
- advise the parent or guardian in writing;
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter; and
- retain a copy of the warning notice and other relevant documentation.

‘N’ Determination

Students who have still not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the ‘N’ determination. In such cases the subject will not appear on a student’s transcript of study.

In addition, the principal may determine that, as a result of absence, the course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student’s absence to the non-completion of the course requirements.

If a student is to be given an ‘N’ determination, the Principal must submit the ‘N’ determination and advise the student of the determination, its consequences and the student’s right to a College review and subsequent appeal to NESA, using the form supplied by NESA. A student seeking a review of an ‘N’ determination must apply to the Principal in writing.

ASSESSMENT TASK RESULTS

The marking of assessment tasks is carefully undertaken using the marking criteria given to the students. Students will receive meaningful feedback on all assessment tasks generally within two weeks depending on the size of the group.

When a task is returned, the student should check the mark. It is important that the addition of marks is checked carefully.

Marked assessment tasks will provide students with a variety of meaningful feedback for improving their work. Students will receive a mark and/or written feedback for every completed task.

STUDENT QUERY ABOUT RESULTS

If a student has a query about an assessment mark for an individual task, she should speak to the relevant KLA Co-ordinator after first consulting the teacher of the course. This query must occur at the time that the task is returned.

Appealing a decision

The College Assessment Review Panel consists of the Assistant Principal, Leader of Teaching and Learning, Year 12 Co-ordinator and KLA Co-ordinator. The written appeal is considered and a recommendation is made to the Principal.

Students wishing to appeal the issuing of a warning letter must submit a **written appeal**, together with evidence and signed by parents, to the Leader of Teaching and Learning **for review within 3 days of receiving the letter**. The decision will be considered by the College Assessment Review Panel.

The recommendation may be:

- an extension of time granted;
- an alternative task;
- an approved assessed mark determined;
- a late penalty or
- a zero mark.

AWARD OF A ZERO MARK

A zero mark may be awarded under the following circumstances:

Failure to follow procedure

Failure to follow the procedures outlined above (including the failure to provide the appropriate documentation) may result in the award of a zero mark.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice. Malpractice in any form, including plagiarism, is unacceptable.

Malpractice includes practices such as taking notes into examinations, attempting to gain access to notes during examinations, copying another student's work, allowing another student to copy your work and attempting to gain unfair advantage.

Allegations of malpractice will be treated seriously and detected malpractice will limit a student's marks and jeopardise her HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. If an allegation of malpractice is proven, students will receive no credit for the task. A warning letter will be issued and the student will be required to repeat the task. However, a zero will be recorded for the task in the faculty mark book.

Unfair Advantage

If a student absents herself from a class prior to the completion of a task or is away from school prior to a task without a satisfactory reason and medical certificate, a student may be deemed to have gained an unfair advantage. A zero may be awarded.

Non-serious Attempt

If a student attempts a particular task and scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Warning to students

The awarding of a zero mark may affect the student's ability to receive the HSC. Students and parents/guardians will be notified by letter in the event of the award of a zero. The student will be provided with details for completion/submission of task(s).

Cancellation or Replacement of Tasks

The policy of NESA is that assessment tasks must accurately measure the achievement of students and discriminate between different levels of achievement. If an assessment task does not adequately fulfil these requirements (i.e. produces invalid or unreliable results), the Principal reserves the right to amend the weighting of the task or order a new task to be set.

Appeals Regarding Rank

At the end of the Higher School Certificate course, students may ask the school for their rank order in each course that you studied based on school assessments. If a student believes that her rank in any course is not correct, she may apply to the College Principal for a review.

Further details about reviews and appeals are on the assessment appeal form that may be obtained from the College.

Group Assessment tasks - marking procedures

NESA requires that the marking of students' work in all assessment tasks be done on **an individual basis**. Therefore, unless specifically mandated NESA, there will be **NO** group assessment tasks.

If group assessment tasks are needed, as per NESA's requirements, the student's work will be marked by the teacher on an individual basis.

HSC submitted works

Students studying Design and Technology, English Extension 2, Music, Society and Culture, Textiles and Design and Visual Arts will need to undertake practical examinations and/or submit work in addition to the internal assessment tasks shown in this handbook.

Students must certify their work as their own. In addition, the Principal and the class teacher must certify that the work has been done under that teacher's supervision.

NESA will advise the College when these submitted works are due. All submitted work must be handed to the respective KLA Co-ordinator or KLA representative **by the time of day** on the date set by NESA. These works do not go through the normal internal assessment procedures.

Special Provisions

Students can apply to the NSW Educational Standards Authority for Special Provisions in Year 12 for examination purposes only.

The College may make a determination to provide Special Provisions for a student for the Mid-Course and Trial examinations based on:

- ☐ a previous Special Provision application;
- ☐ intended Year 12 application;
- ☐ recent diagnostic assessment; and
- ☐ information provided by the student and parent(s).

However, until NESA has approved a student's application for Special Provisions for the 2017 HSC examinations, we cannot be sure that the student will be granted those provisions. In such cases, students would be encouraged to complete examinations without the use of Special Provisions.

Student Numbers for Assessment tasks

For the Mid-Course and Trial examinations, students will be required to use their student number, instead of their name.

For other assessment tasks, the discretion lies with the KLA Co-ordinator whether a name and/or number is provided by the student on the task.



NAGLE COLLEGE

ABN 86 875 623 906

Established 1965

58A Orwell Street,
Blacktown South, NSW 2148
E-mail: nagle@parra.catholic.edu.au

Telephone: (02) 8887 4501
Facsimile: (02) 9831 1936
www.nagleblacktown.catholic.edu.au

**NAGLE COLLEGE
ILLNESS/MISADVENTURE FORM
HIGHER SCHOOL CERTIFICATE COURSE**

Name: _____ Homeroom: _____

Course: _____ Teacher: _____

Nature of Task (essay, oral, test etc) _____

Due Date: _____ Period: _____

I declare that I was absent from an Assessment Task.

EXPLANATION: _____

The following documentary evidence is provided with a detailed explanation from Parent / Guardian:

- ☐ Medical Certificate
- ☐ Permission from Principal
- ☐ Other: _____

The College was contacted by phone: ☐ Yes ☐ No

Student's signature: _____

Parent/Guardian's signature: _____

Dated: _____

DECISION

- ☐ Alternate Assessment Task to be set. Date due: _____
- ☐ Extension of time granted until: _____
- ☐ No credit for this Assessment task. (Parents notified in writing by Curriculum Coordinator.)
- ☐ Other action: _____

_____ Dated: _____
KLA Coordinator's signature

_____ Dated: _____
Stage Coordinator's signature

_____ Dated: _____
Leader of Teaching & Learning's signature

ANCIENT HISTORY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Sparta	Augustus	Agrippina	Trial Examination	
Format	Essay/Source	Examination	Essay	Examination	
Date	Term 1 Week 2	Term 1 Weeks 9 - 10	Term 2 Week 5	Term 3 Weeks 3 - 5	
Syllabus Outcomes	1.1, 3.1, 3.3, 3.6, 4.1, 4.2	1.1, 2.1, 3.1, 4.1, 4.2	1.1, 3.1, 3.4, 4.1, 4.2	1.1, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2	
Assessment Component					
Knowledge and understanding	10	10	10	10	40
Source-based skills	5	5	5	5	20
Historical Inquiry & research	10		10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	30	20	30	20	100

ANCIENT HISTORY

H 1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context

H 2:1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world

H 3.1 locate, select and organise relevant information from a variety of sources

H 3.2 discuss relevant problems of sources for reconstructing the past

H 3.3 analyse and evaluate sources for their usefulness and reliability

H 3.4 explain and evaluate differing perspectives and interpretations of the past

H 3.5 analyse issues relating to ownership and custodianship of the past

H 3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources

H 4.1 use historical terms and concepts appropriately

H 4.2 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.

BIOLOGY

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Blueprint of Life	Blueprint of Life Maintaining a Balance	The Search for Better Health Communication	Blueprint of Life Maintaining the Balance The Search for Better Health Communication	
Format	First-Hand Investigation (in class)	Examination	Secondary Source Investigation (in class)	Trial Examination	
Date	Term 1 Week 3	Term 1 Weeks 9-10	Term 2 Weeks 3 – 4	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H11, H12, H13, H14	H1 ,H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	H4, H5, H11, H12, H13, H14, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H13, H14, H16	
Knowledge and understanding of: <ul style="list-style-type: none"> the history, nature, and practice of biology applications and uses of biology and their implications for society and the environment current issues, research and developments in biology cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution 		15	5	20	40
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	15		10	5	30
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	5	5	15	5	30
TOTAL	20	20	30	30	100

BIOLOGY

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

BUSINESS STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	Task 4	Total
Name	Operations	Operations and Marketing	Finance	All Topics (Operations, Marketing, Finance, Human Resources)	
Format	Extended Response (Hand-in)	Exam	Financial Statement Analysis	Trial HSC Exam	
Date	Term 4 Week 8 1/12/17	Term 1 Weeks 9 - 10	Term 2 Week 7	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Assessment Component					
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		10		10	20
Inquiry and research	10		10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total	25	25	25	25	100

BUSINESS STUDIES

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

CHEMISTRY

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Production of Materials	Production of Materials, The Acid Environment	Chemical Monitoring and Management & Chemistry of Art	Production of Materials, The Acid Environment, Chemical Monitoring and Management, Chemistry of Art	
Format	Secondary Source Investigation	Exam	Research	Trial Exam	
Date	Term 4 Week 10 12/12/17	Term 1 Weeks 9 - 10	Term 2 Week 9	Term 3 Weeks 3 – 5	
Syllabus Outcomes	H2, H7, H8, H11, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8 H9, H10, H11, H12, H13, H14	H1, H3, H4, H5, H7, H8, H12, H13, H14	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14	
Knowledge and Understanding	6	12	10	12	40
Skills in: <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand data gathering and processing relevant information from secondary sources 	8	6	7	9	30
Skills in: <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem-solving techniques working individually and in teams 	6	7	8	9	30
Total	20	25	25	30	100

CHEMISTRY

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

COMMUNITY AND FAMILY STUDIES

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Research Methodology	Research Methodology, Social Impact of Technology & Parenting and Caring	Groups in Context	All topics	
Format	Independent Research Project (Hand in)	Examination	Researching a community group	Trial Examination	
Date	Term 4 Week 7 24/11/17	Term 1 Weeks 9 - 10	Term 2 Week 10	Term 3 Week 3 - 5	
Syllabus Outcomes	H4.1, H4.2, H3.4	H1.1, H2.2, H2.3, H3.1, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2, H6.2	H1.1, H3.1, H4.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Assessment Component					
<i>Knowledge and understanding of how resource management, positive relationships and a range of societal factors impact on wellbeing.</i>	10	10	10	10	40
<i>Skills in applying management processes to meet the needs of individuals, groups, families and communities and planning to take responsible action to promote wellbeing</i>		5	10	10	25
<i>Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating</i>	20	5	10	35	
Total	30	20	30	20	100

COMMUNITY AND FAMILY STUDIES

- 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

DANCE

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Core Performance Practical Exam, Informal Discussion & Journal	Core Composition Practical Exam, Informal Discussion & Journal	Major Study Practical or Written Exam	Trial Practical Exam	Trial Written Exam	
Format	Practical Exam	Practical Exam	Practical or Written Exam	Practical Exam	Written Exam	
Date	Term 4 Week 9 7/12/17	Term 1 Weeks 9 - 10	Term 2 Week 8/9	Term 2 Week 10 or Term 3 Week 1	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H2.2, H4.4	H1.1, H1.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4 (Specific outcomes dependent on chosen major study option)	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.4	H1.1, H1.2, H4.1, H4.2, H4.3, H4.4	
Appreciation					20	20
Performance	10			10		20
Composition		10		10		20
Major Study			20		20	40
Total	10	10	20	20	40	100

DANCE

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

DESIGN AND TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Major Design Project Proposal	Case Study of Emerging Technologies	Half-Yearly Exam	Major Design Project	Trial HSC Exam	
Format	Project Proposal	Case Study	Examination	Folio & Practical	Examination	
Date	Term 4 Week 10 14/12/17	Term 1 Week 7	Term 1 Weeks 9 - 10	Term 2 Week 1	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H3.2, H4.1, H5.1, H5.2	H2.2, H3.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	
Innovation and Emerging Technologies		20	10		10	40
Designing and Producing	25			25	10	60
Total	25	20	10	25	20	100

DESIGN AND TECHNOLOGY

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

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

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

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

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

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

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

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

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

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

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

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

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

DRAMA

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	Task 5	Total
Name	Contemporary Australian Drama Performance	Individual Project Work in Progress	Verbatim Theatre Performance	Practical Components	Trial HSC Examination	
Format	Performance essay, hand in essay and logbook	IP Oral, Performance Presentation and Logbook	Performance essay, hand in essay and logbook	Practical Exam Group Performance & IP and logbook	Written Examination	
Date	Term 4 Week 10 13/12/17	Term 1 Week 10	Term 2 Week 3	Term 2 Week 10	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H2.2, H3.1, H3.4, H3.5	H1.5, H1.7, H2.1, H3.2	H1.9, H2.1, H2.2, H2.5, H3.3, H3.5	H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H3.2	H3.1, H3.2, H3.3, H3.4, H3.5	
Making	10	5	10	15		40
Performing	5	5	5	15		30
Critically Studying	5		5		20	30
Total	20	10	20	30	20	100

DRAMA

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

ECONOMICS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Global Economy Case Study	Half-Yearly Examination	Economic Issues	Trial HSC Exam	
Format	Research Portfolio + Extended Response	Exam	Stimulus based In Class Essay	Exam	
Date	Term 4 Week 10 13/12/17	Term 1 Weeks 9 - 10	Term 2 Week 9	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1, H3, H4, H7, H9, H10, H12	H1, H2, H3, H4, H5, H6, H8, H10	H1, H5, H6, H7, H9, H10,	H1, H2, H3, H4, H5, H6, H7, H10, H11	
Knowledge and understanding of course content		15	5	20	40
Stimulus-based skills		5	10	5	20
Inquiry and research	15		5		20
Communication of economic information, ideas and issues in appropriate forms	10	5	5		20
Total	25	25	25	25	100

ECONOMICS

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

ENGLISH ADVANCED

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Task 5	TOTAL
Name	Area of Study: Discovery <i>The Tempest</i> (Shakespeare)	Module A: Comparative Study <i>The Great Gatsby</i> and Barrett Browning	Module C: Representation and Text - <i>Wag the Dog</i>	Module B: Critical Study of Text - Speeches	Trial Examination	
Format	Oral Presentation	Hand In	Hand In	In-class	Examination	
Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Week 1	Term 3, Weeks 3-5	
Syllabus Outcomes	2,3,6,7	1, 2, 2A, 4,5,6,7, 10, 12A	1,2,2a,4,5,12a,13	3, 4, 5, 6, 8	1-11	
Assessment Component	Speaking, Reading and Writing	Reading, Writing and	Viewing, Representing and Writing	Listening	Reading and Writing	
Reading	5	5			15 (AOS)	25
Writing	5	10			15 (MODULES)	30
Listening				15		15
Speaking	15					15
Viewing and Representing			15			15
Total	25	15	15	15	30	100

ENGLISH ADVANCED

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.

2A. **Advanced only**

A student recognises different ways in which particular texts are valued.

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

12A. **Advanced only**

A student explains and evaluates different ways of responding to and composing text.

13. A student reflects on own processes of learning.

ENGLISH EXTENSION 1

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Module A: Genre Science Fiction	Module A: Genre Science Fiction	Module A: Genre Science Fiction	
Format	Seminar and listening	Research essay Hand in	Trial Examination	
Date	Term 1 Weeks 9-10	Term 2 Week 9	Term 3 Weeks 3 - 5	
Syllabus Outcomes	1, 2, 3, 4	1, 2, 3	1, 2, 3	
Assessment Component				
Knowledge and understanding of complex texts and how and why they are valued	10	10	5	25
Skills in: · Complex analysis · Sustained composition · Independent investigation	5	10	10	25
Total	15	20	15	50

ENGLISH EXTENSION 1

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

ENGLISH EXTENSION 2

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	Total
Name	Viva Voce addressing the proposal for the Major Work	Report	Draft version of the major work and reflection statement	
Format	Folio and Speaking Prepared and in class	Extended Response Hand in	Hand in Task	
Date	Term 4 Week 8 27/11/17	Term 1 Week 10	Term 2 Week 9	
Syllabus Outcomes	1, 2	1, 2	1, 2	
Skills in extensive independent investigation	5	10	10	25
Skills in sustained composition	5	5	15	25
Total	10	15	25	50

***Submission of completed major work for external assessment will be on a date in August 2018

ENGLISH EXTENSION 2

1. A student develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.
2. A student reflects on and documents own process of composition.

ENGLISH STANDARD

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Task 5	TOTAL
Name	Area of Study: Discovery <i>Robert Frost</i>	Module B: Close Study of Text - <i>The Curious Incident of the Dog in the Night Time</i>	Module A: Experience through Language - <i>The Shoe-horn Sonata</i>	Module C: Texts and Society - <i>Billy Elliot</i>	Trial Examination	
Format	Oral Presentation	Hand In	Hand In	In-class	Examination	
Date	Term 4, Week 9	Term 1, Week 9	Term 2 Week 6	Term 3, Week 1	Term 3, Weeks 3-5	
Syllabus Outcomes	2,3,6,7	3,4,6,8,10	1,3,5,8,10	1, 2, 6, 7 , 9	1-11	
Assessment Component	Speaking, Reading and Writing	Reading, Writing and	Viewing, Representing and Writing	Listening	Reading and Writing	
Reading	5	5			15 (AOS)	25
Writing	5	10			15 (MODULES)	30
Listening				15		15
Speaking	15					15
Viewing and Representing			15			15

Total	25	15	15	15	30	100
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ENGLISH STANDARD

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

ENGLISH STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
NAME	Examination	Collaborative Presentation and Portfolio Submission	Trip Planner and Portfolio Submission	Advertising Campaign	
FORMAT	In class	Hand In	Hand In	Hand In	
DATE	Term 4 Week 8 28/11/17	Term 1 Week 7	Term 2 Week 10	Term 3 Week 6	
SYLLABUS OUTCOMES	H1.2, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.2, H1.4, H2.1, H2.2, H3.1, H3.2, H4.2	H1.1, H1.3, H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	H1.1, H1.4, H2.2, H3.1, H3.2, H4.1, H4.2	
ASSESSMENT COMPONENT					
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.	5	10	10	5	30
Develop skills in reading, listening and viewing and in writing, speaking and representing.	10	10	10		30
Develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	5		10	10	25
Students will develop skills in planning and working individually and collaboratively.		10		5	15

Total	20	30	30	20	100
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ENGLISH STUDIES

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

H1.2 explains the ideas and values of the texts

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

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

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

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

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

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

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

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

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

EXPLORING EARLY CHILDHOOD

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Food and Nutrition	Young Children with Special Needs	Young Children and the Law	
Format	Presentation	Research Report	Film Analysis	
Date	Term 4 Week 9 4/12/17	Term 2 Week 1	Term 3 Week 1	
Syllabus Outcomes	1.3, 1.4, 6.2	1.1, 1.4, 2.1, 2.2, 6.2	2.4, 2.5, 3.1, 4.2, 4.3	
Assessment Component				
<i>Knowledge and Understanding</i>	15	15	20	50
<i>Skills</i>	20	15	15	50
Total	35	30	35	100

EXPLORING EARLY CHILDHOOD

- 1.1** analyses prenatal issues that have an impact on development
- 1.2** examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3** examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4** analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5** examines the implications for growth and development when a child has special needs
- 2.1** analyses issues relating to the appropriateness of a range of services for different families
- 2.2** critically examines factors that influence the social world of young children
- 2.3** explains the importance of diversity as a positive issue for children and their families
- 2.4** analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5** examines strategies that promote safe environments
- 3.1** evaluates strategies that encourage positive behaviour in young children
- 4.1** demonstrates appropriate communication skills with children and/or adults
- 4.2** interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3** demonstrates appropriate strategies to resolve group conflict
- 5.1** analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1** demonstrates an understanding of decision making processes
- 6.2** critically examines all issues including beliefs and values that may influence interactions with others
- V1.1** displays a willingness to respond to the individual needs of young children and families
- V1.2** interacts with children and adults in a positive non-judgemental and accepting manner
- V2.1** appreciates the importance of facilitating responsible and supportive interactions with young children

FOOD TECHNOLOGY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Australian Food Industry	Contemporary Nutrition	Mid-Course Exam	Product Development	Trial Exam	
Format	Case Study	Research Report	Written Examination	Portfolio and Practical	Written examination	
Date	Term 4 Week 9 4/12/17	Term 1 Week 7	Term 1 Weeks 9 - 10	Term 2 Week 9	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H3.1	H3.2, H5.1	H1.2, H2.1, H1.4, H5.1	H1.3, H4.1, H5.1	H1.2, H1.3, H1.4, H2.1, H4.2, H5.1	
knowledge and understanding about production and processing food systems, the nature of food, human nutrition and the importance of health			10		10	20
skills in researching, analysing and communicating food issues	10	10	10			30
skills in experimenting with and preparing food by applying theoretical concepts				30		30
skills in designing implementing and evaluating solutions to food situations		10			10	20
Total	10	20	20	30	20	100

FOOD TECHNOLOGY

H1.1 explains manufacturing processes and technologies used in the production of food products

H1.2 examines the nature and extent of the Australian food industry

H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations

H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment

H2.1 evaluates the relationship between food, its production, consumption, promotion and health

H3.1 investigates operations of one organisation within the Australian food industry

H3.2 independently investigates contemporary nutrition issues 4. skills in experimenting with and preparing food by applying theoretical concepts

H4.1 develops, prepares and presents food using product development processes

H4.2 applies principles of food preservation to extend the life of food and maintain safety

H5.1 develops, realises and evaluates solutions to a range of food situations

GEOGRAPHY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Fieldwork Report	Half-Yearly Examination	Geographical Inquiry (People and Economic Activity)	Trial HSC Exam	
Format	Hand in	Exam	Hand in	Exam	
Date	Term 4 Week 7 21/11/17	Term 1 Weeks 9 - 10	Term 2 Week 6	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1, 8, 9, 10, 11, 13	H1, H2, H3, H5, H6, H7, H10, H1	H1, H3, H6, H7, H8, H9, H10, H12, H13	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	
Knowledge and understanding of course content		10	5	25	40
Geographical tools and skills	10	5		5	20
Geographical inquiry and research, including fieldwork	10	5	5		20
Communication of geographical information, ideas and issues in appropriate forms	5		10	5	20
Total	25	20	20	35	100

GEOGRAPHY

H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity

H2 explains the factors which place ecosystems at risk and the reasons for their protection

H3 analyses contemporary urban dynamics and applies them in specific contexts

H4 analyses the changing spatial and ecological dimensions of an economic activity

H5 evaluates environmental management strategies in terms of ecological sustainability

H6 evaluates the impacts of, and responses of people to, environmental change

H7 justifies geographical methods applicable and useful in the workplace and relevant to a changing world

H8 plans geographical inquiries to analyse and synthesise information from a variety of sources

H9 evaluates geographical information and sources for usefulness, validity and reliability

H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts

H11 applies mathematical ideas and techniques to analyse geographical data

H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

HISTORY EXTENSION

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Project Proposal	Half-Yearly Exam	Project and Process Log	Trial HSC	
Format	Report	Exam	Synopsis, Essay and Journal	Exam	
Date	Term 4 Week 10 11/12/17	Term 1 Weeks 9 - 10	Term 2 Week 10	Term 3 Weeks 3-5	
Syllabus Outcomes	2.1, 2.2, 2.3	2.1, 2.2, 2.3	2.1, 2.2, 2.3	1.1	
Assessment Component					
Knowledge and understanding of significant historiographical ideas and processes		5		5	10
Skills in designing, undertaking and communicating historical inquiry – the History Project	5		35		40
Total	5	5	35	5	50

HISTORY EXTENSION

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

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

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

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

INFORMATION PROCESSES AND TECHNOLOGY

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	TOTAL
Name	Database	Half-Year Examination	Communications Systems	Trial HSC Examination	
Format	Practical Task and Report	Examination	Project and Documentation	Examination	
Date	Term 1 Week 2	Term 1 Week 9-10	Term 2 Week 9	Term 3 Week 3-5	
Syllabus Outcomes	H1.1, H2.2, H5.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.1, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	
<i>Component:</i> Project Work	5	5	5	5	20
<i>Component:</i> Information Systems and Databases	10	5		5	20
<i>Component:</i> Communications Systems		5	10	5	20
<i>Component:</i> Option Strands		5	20	15	40
TOTAL MARKS	15	20	35	30	100

INFORMATION PROCESSES AND TECHNOLOGY

H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation

H1.2 explains and justifies the way in which information systems relate to information processes in a specific context

H2.1 analyses and describes a system in terms of the information processes involved

H2.2 develops and explains solutions for an identified need which address all of the information processes

H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment

H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes

H4.1 proposes and justifies ways in which information systems will meet emerging needs H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects

H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices

H6.1 analyses situations, identifies needs, proposes and then develops solutions

H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions

H7.1 implements and explains effective management techniques

H7.2 uses methods to thoroughly document the development of individual and team projects

JAPANESE CONTINUERS

Assessment Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name			The individual	All topics	
Format	Class test & prepared response	Written Exam	Conversation	Written Exam	
Date	Term 1 Week 2 or 3	Term 1 Weeks 9 - 10	Term 2 Week 9 or 10	Term 3 Weeks 3-5	
Syllabus Objectives	1, 3	1, 2, 3	1, 4	1, 2, 3	
Syllabus Outcomes	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening and Responding		10		15	25
Reading and Responding	20	10		10	40
Speaking			20		20
Writing in Japanese		5		10	15
Total	20	25	20	35	100

JAPANESE CONTINUERS

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience

- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

LEGAL STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Crime	Half Yearly Examination (Crime & Human Rights)	Family	Trial Examination	
Format	Case Study (Hand in)	Examination	Research (Hand in)	Examination	
Date	Term 4 Week 10 14/12/17	Term 1 Weeks 9 - 10	Term 2 Week 7	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1, H4, H6, H8, H9	H1, H2, H3, H5, H9	H5, H7, H9, H10	H2, H4, H5, H6, H9	
Assessment Component					
Knowledge and understanding	10	20	5	25	60
Communication	5		10	5	20
Research	10		10		20
Total	25	20	25	30	100

LEGAL STUDIES

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

MATHEMATICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	The Quadratic Function, Locus and the Parabola, Geometrical Applications of the Derivative	Integration, Trigonometric Functions, (+ all previous topics including prelim)	Exponential and Logarithmic Functions, Series and their Applications	All topics	
Format	Test	Exam	Assignment	Trial Exam	
Date	Term 4 Week 10 11/12/17	Term 1 Weeks 9 - 10	Term 2 Week 8	Term 3 Weeks 3 - 5	
Syllabus Outcomes	P4, P8, H2, H4, H5, H6, H7, H9	P2, P3, P4, P5, P6, P7, P8, H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9	P2, P3, P4, P5, P6, P7, P8, H1, H2, H3, H4, H5, H6, H7, H8, H9	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	7	13	10	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models.	8	12	10	20	50
Total	15	25	20	40	100

MATHEMATICS

H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts

H2 constructs arguments to prove and justify results

H3 manipulates algebraic expressions involving logarithmic and exponential functions

H4 expresses practical problems in mathematical terms based on simple given models

H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems

H6 uses the derivative to determine the features of the graph of a function

H7 uses the features of a graph to deduce information about the derivative

H8 uses techniques of integration to calculate areas and volumes

H9 communicates using mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 1

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Parametric Representations of the Parabola, Mathematical Induction, Harder Applications of Mathematics	Integration, Polynomials, Mathematical Induction, Harder Mathematical Applications Locus and Parabola (and all previous topics including Preliminary topics)	Trigonometry, Inverse Trigonometric Functions, Mathematical Induction (Series)	All topics	
Format	Test	Exam	Test	Trial Exam	
Date	Term 4 Week 9 7/12/17	Term 1 Weeks 9 - 10	Term 2 Week 10	Term 3 Weeks 3 - 5	
Syllabus Outcomes	PE3, PE4, PE6 HE1, HE2, HE7	PE2, PE3, PE4, PE5, PE6, HE1, HE2, HE6, HE7	HE1, HE2, HE4, HE6, HE7	PE2, PE3, PE4, PE5, PE6, HE2, HE3, HE4, HE5, HE6, HE7	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	10	12	8	20	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	13	12	20	50
Total	15	25	20	40	100

MATHEMATICS EXTENSION 1

HE1 - appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 - uses inductive reasoning in the construction of proofs

HE3 - uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay

HE4 - uses the relationship between functions, inverse functions and their derivatives

HE5 - applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

HE6 - determines integrals by reduction to a standard form through a given substitution

HE7 - evaluates mathematical solutions to problems and communicates them in an appropriate form

MATHEMATICS EXTENSION 2

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Complex Numbers, Graphs	Complex Numbers, Graphs, Conics Polynomials	Poynomials Integration Volume	All topics	
Format	Test	Exam	Test	Trial Exam	
Date	Term 4 Week 9 4/12/17	Term 1 Weeks 9 - 10	Term 2 Week 6	Term 3 Weeks 3 - 5	
Syllabus Outcomes	E2, E3, E6, E9	E2, E3, E4, E9	E2, E4, E7, E8, E9	E2, E3, E4, E5, E6, E7, E8, E9	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations.	10	10	15	15	50
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	10	10	15	15	50
Total	20	20	30	30	100

MATHEMATICS EXTENSION 2

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

MATHEMATICS GENERAL

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Probability, Algebra and Modelling	Algebra, Finance, Probability, Statistics & Data & Preliminary content	Measurement and Statistics and Data	All Topics	
Format	Class Test	Half-Yearly Exam	Hand in	Trial Exam	
Date	Term 4, Week 10 11/12/17	Term 1 Weeks 9 - 10	Term 2, Week 8	Term 3 Weeks 3 - 5	
Syllabus Outcomes	MG2P – 8, 10 MG1H – 2, 3, 8, 9, 10	MG2H – 1, 2, 3, 6, 8, 9, 10	MG2H – 1, 2, 4, 5, 7, 8, 9, 10	MG2H – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
Syllabus Weighting					
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	5	15	10	20	50
Applications of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	5	15	10	20	50
Total	10	30	20	40	100

MATHEMATICS GENERAL

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

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

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

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

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

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

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

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

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

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

MODERN HISTORY

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	National Study	Half-Yearly Exam	Conflict in Europe	Trial Examination	
Format	Research Essay	Examination	iMovie	Examination	
Date	Term 1 Week 5	Term 1 Week 9 - 10	Term 2 Week 7	Term 3 Week 3 - 5	
Syllabus Outcomes	1.2, 2.1, 3.2, 3.4, 3.5, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	1.1, 1.2, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2	
Assessment Component					
Knowledge and understanding	10	10	10	10	40
Source-based skills		5	10	5	20
Historical Inquiry & research	10		10		20
Communication of historical understanding in appropriate forms	10	5		5	20
Total	30	20	30	20	100

MODERN HISTORY

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

MUSIC COURSE 1

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Music of the 20th & 21st C	Half Yearly Exam	Musical Theatre or Music of a Culture or Popular/Rock Music	Trial Exam	
Format	Composition & Practical Task	Aural & Practical Exam	Musicology Viva Voce	Aural & Practical Exam	
Date	Term 4 Week 9 4/12/17	Term 1 Exam Period	Term 2 Week 6	Term 3 Trial Exam Period	
Syllabus Outcomes	Composition: H3, H5, H7, H8, H10*, H11* **Assessed outcomes vary based on electives: H1, H2, H4, H5, H6, H7, H9	H1, H2, H4, H5, H6, H7, H9 **Assessed outcomes vary based on electives	<i>H4, H6, H10, H11</i>	H1, H7, H9, H4, H5, H6	
Musicology Core			10		10
Composition Core	10				10
Performance Core		5		5	10
Aural Core		15		10	25
Elective 1	5			10	15
Elective 2	5			10	15
Elective 3		5		10	15

MUSIC COURSE 1

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Total
Name	Factors Affecting Performance	Sports Medicine Factors Affecting Performance	Health Priorities in Australia	All Topics	
Format	Case Study (hand in)	Examination	Report (hand in)	Trial Examination	
Date	Term 1 Week 7	Term 1 Weeks 9 - 10	Term 2 Week 10	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H16, H17	H2, H3, H5, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H14, H15, H16, H17	
Assessment Component					
<i>Knowledge and Understanding of;</i> <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	10	5	10	15	40
<i>Skills in:</i> <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	10	5	5	10	30
<i>Skills in critical thinking, research and analysis</i>	5	10	10	5	30
Total	25	20	25	30	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6** demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H12** (an option we don't study)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

PHYSICS

Assessments, Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	Total
Name	Medical Physics	Space Medical Physics	Motors and Generators From Ideas to Implementation	Medical Physics, Space, Motors and Generators, Ideas to Implementation	
Format	Research and in class	Examination	Test	Trial HSC Examination	
Date	Term 4 Week 6 14/11/17	Term 1 Weeks 9 - 10	Term 2 Week 8	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H2, H11, H12, H13, H14	H1, H2, H3, H4 H5, H6, H7, H9, H10	H9, H12, H13. H14	H1, H2, H3, H4, H5, H6, H7, H8, H9,H10, H11, H12, H13, H14, H15	
Knowledge and Understanding of: <ul style="list-style-type: none"> The history, nature and practice of physics applications and uses of physics and their implications for society and the environment current issues, research and development in physics. Kinematics and dynamics, energy, waves, fields and matter 	5	10	5	20	40
Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources. 	10	5	10	5	30
Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams 	10	5	10	5	30
Total	25	20	25	30	100

PHYSICS

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

RELIGION CATHOLIC STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Ministry Project	Spiritual Pathways and Ministry Project	Living Texts/Christian Vocation, Work and Leisure	
Format	Oral Presentation	Source Analysis/Writing Task	Exam	
Date	Term 4 Week 8 29/11/17	Term 1 Weeks 9-10	Term 3 Weeks 3-5	
Syllabus Outcomes	C6.3, C6.9, C6.10, C6.11, C6.12	C6.7, C6.9, C6.10, C6.11, C6.12	C6.3, C6.4, C6.9, C6.10, C6.11, C6.12	
Weighting	15	15	20	50

RELIGION CATHOLIC STUDIES

C6.3 evaluates the role, interpretation and application of sacred writings and ethics in Christian and other faith traditions.

C6.4 describes the role and influence of the Church in local and global contexts.

C6.7 examines the influence and expression of prayer and spirituality in Catholic and other Christian churches and traditions.

C6.9 gathers, analyses and synthesises information about religion, independently and in teams.

C6.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts.

C6.11 applies appropriate and correct terminology and concepts related to religion and belief systems.

C6.12 names, reflects on, and integrates life experience, within a response to the Christian story and vision.

C6.13 identifies the role and impact of religion on self, others, and the world.

SOCIETY AND CULTURE

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
Name	Application and Evaluation of Research Methods	Half-Yearly Exam	Social inclusion and Exclusion	Trial Exam	
Format	Research Report (Hand in)	Exam	Research Report (Hand in)	Exam	
Date	Term 4 Week 8 27/11/17	Term 1 Weeks 9 - 10	Term 2 Week 4	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1, H4, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Assessment Component					
Knowledge and understanding of course content	5	15	15	15	50
Application and evaluation of social and cultural research methods	10	10	5	5	30
Communication of information, ideas and issues in appropriate forms	10		5	5	20
Total	25	25	25	25	100

SOCIETY AND CULTURE

H1 explains the interaction between persons, societies, cultures and environments across time

H2 analyses relationships within and between social and cultural groups

H3 accounts for cultural diversity and commonality within societies and cultures

H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures

H5 evaluates the influence of power, authority, gender and technology on decision making and participation in society

H6 applies and evaluates the methodologies of social and cultural research

H7 applies appropriate language and concepts associated with society and culture

H8 selects, organises and evaluates information and sources for usefulness, validity and bias H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources

H10 communicates information, ideas and issues using appropriate written, oral and graphic forms

H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources.

STUDIES OF RELIGION I

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Religion in Australia Post 1945 and Islam	Depth Study: Christianity	Trial Exam	
Format	Prepared written response task	Source Analysis	Examination	
Date	Term 1 Weeks 9 - 10	Term 2 Week 9	Term 3 Weeks 3-5	
Syllabus Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Assessment Component				
Knowledge & understanding of course content	5	5	10	20
Source-based Skills		5	5	10
Investigation and research	5	5		10
Communication of information, ideas and issues	5		5	10
Weighting	15	15	20	50

H1 explains aspects of religion and belief systems.

STUDIES OF RELIGION I

H2 describes and analyses the influence of religion and belief systems on individuals and society.

H3 examines the influence and expression of religion and belief systems in Australia.

H4 describes and analyses how aspects of religious traditions are expressed by their adherents.

H5 evaluates the influence of religious traditions in the life of adherents.

H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.

H7 conducts effective research about religion and evaluates the findings from the research.

H8 applies appropriate terminology and concepts related to religion and belief systems.

H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

STUDIES OF RELIGION II

Assessment Components, Weightings and Tasks

	TASK 1	Task 2	TASK 3	TASK 4	TOTAL
Name	Depth Study: Islam	Religion in Australia Post 1945 and Depth Studies 1 and 2	Depth Study: Hinduism	Trial	
Format	Research Task/Written	Prepared written response task	Oral/ Viva Voce and/or short written report	Examination	
Date	Term 1 Week 4	Term 1 Weeks 9-10	Term 2 Week 5	Term 3 Weeks 3-5	
Syllabus Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Assessment Component					
Knowledge & understanding of course content	5	10	5	20	40
Source-based Skills	5	5		10	20
Investigation and research	5	5	10		20
Communication of information, ideas and issues	5	5	10		20
Weighting	20	25	25	30	100

STUDIES OF RELIGION II

H1 explains aspects of religion and belief systems.

H2 describes and analyses the influence of religion and belief systems on individuals and society.

H3 examines the influence and expression of religion and belief systems in Australia.

H4 describes and analyses how aspects of religious traditions are expressed by their adherents. **H5** evaluates the influence of religious traditions in the life of adherents.

H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias.

H7 conducts effective research about religion and evaluates the findings from the research.

H8 applies appropriate terminology and concepts related to religion and belief systems.

H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

TEXTILES AND DESIGN

Assessments, Components, Weightings and Tasks

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
Name	Oral Presentation	Management Diary	Mid Course Examination	Experimentation	Trial HSC	
Format	Hand in and in class	Hand in	Exam	Hand in	Exam	
Date	Term 4 Week 10 11/12/17	Term 1 Week 7	Term 1 Weeks 9 - 10	Term 2 Week 7	Term 3, Weeks 3 - 5	
Syllabus Outcomes	H1.1, H1.2, H2.1, H6.1	H1.2, H2.1, H2.3	H 1.3, H3.1, H3.2, H4.1, H4.2, H6.1	H2.2, H2.3, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Knowledge and understanding of textiles and the textiles industry	5		20	5	20	50
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	10	20		20		50
TOTAL	15	20	20	25	20	100

TEXTILES AND DESIGN

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

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

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

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

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

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

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

H3.2 develops knowledge and awareness of emerging textile technologies

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

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

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

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

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

VISUAL ARTS

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TOTAL
Name	Body of Work Proposal	Half-Yearly Exam	Body of Work	Body of Work	Trial Exam	
Format	VAPD	Written Exam	Body of Work Progress Evening	HSC Body of Work	Written Exam	
Date	Term 4 Week 9 7/12/17	Term 1 Weeks 9 - 10	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 3 - 5	
Syllabus Outcomes	H1, H2, H3, H4, H5, H7, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Assessment Component						
<i>Artmaking</i>	10		10	30		50
<i>Art Criticism/History</i>		20			30	50
Total	10	20	10	30	30	100

VISUAL ARTS

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

WORK STUDIES

Assessment Components, Weightings and Tasks

	TASK 1	TASK 2	TASK 3	TOTAL
Name	Workplace Portfolio	Job Support Portfolio	Mixed Media Presentation	
Format	Portfolio (hand in)	Portfolio (hand in)	Individual Presentation	
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5	
Syllabus Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9	
Assessment Component				
Knowledge and Understanding				30
Skills				70
Weighting	30	30	40	100

WORK STUDIES

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives
9. evaluates personal and social influences on individuals and groups

ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2018 HSC year are **Business Services and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate** (HSC) and for the **Australian Qualifications Framework** (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

Standards Referenced Assessment

The marking of the HSC examination is standards referenced as is the marking of the two major internal exams. These internal exams provide students with an opportunity to practise their exam technique in the lead up to the HSC exam. The Trial Examination mark is also sent to the Board of Studies as the 'HSC Estimate Mark.' This mark will only be used if a student makes an Illness or Misadventure Appeal to the Board of Studies for the HSC examination. First place in the course will be determined by a student's Trial Mark and their overall performance in the course and their competency tasks.

A **SCHEDULE** OF INTERNAL STANDARDS REFERENCED ASSESSMENT TASKS AND EXAMINATIONS IS SET OUT BELOW FOR 2017 - 2018.

	All VET Courses	
	Task 1	Task 2
Name	Mid-Course Exam	Trial Exam
Date	Term 1	Term 3
Units Assessed	All to Date	All to Date

The **HSC Examination is optional**, however, students must complete the **HSC Examination Withdrawal Form** after the Trial Examination and give it to their teacher. Failure to do this and not attend the exam on the day will result in a zero. Only one VET Framework course can contribute to the calculation of the ATAR.

Competency-Based Assessment

VET courses are **competency-based**. This means that a student's **performance is judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **Students in VET courses will be assessed through Validated Assessment Tasks to determine competencies over a period of time.**

During the two-year course the teacher will gather information through the Validated Tasks and make judgements about a student's achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent** or **not yet competent**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: quizzes, tests, exams, group assignments, school functions, practical exams and research assignments. Students can expect to be instructed over a period of time and then assessed using a variety of different methods.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

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

VET Hospitality- Food and Beverage (2017-2018)

SIT20316 Certificate II in Hospitality

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks BOSTES Examinations	TASK 3	TASK 3&4	Half Yearly Exam	Trial HSC Exam
	Term 4 2017 Terms 1, 2, 3 2018	Term 1/2/3 2018	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Tasks	Portfolio and Practical tasks	Examination	Examination
Food and Beverage Skills	*	*		
Hospitality Industry		*		
Competencies being assessed	SITHFAB004 BSBWOR203 SITHFAB005 SITXCCS003 SITHFAB007 SITHIND003	SITHFAB004 BSBWOR203 SITHFAB005 SITXCCS003 SITHFAB007 SITHIND003 SITHIND002 SITXCOM002	BSBWOR203 SITXWHS001 SITHIND002 SITXFSA001 SITXCCS003 SITHFAB004 SITHFAB007 SITHFAB005	BSBWOR203 SITXWHS001 SITHIND002 SITXFSA001 SITXCCS003 SITHFAB004 SITHFAB007 SITHFAB005

Hospitality:

SIT20316 Certificate II in Hospitality	
Code	Title
BSBWOR203	Work effectively with others
SITXWHS001	Participate in safe work practices
SITHIND002	Source and use information on the hospitality industry
SITXFSA001	Use hygienic practices for food safety
SITXCCS003	Interact with customers
SITHIND003	Use hospitality skills effectively (Holistic)
SITXCOM002	Show social and cultural sensitivity
SITHFAB004	Prepare and serve non-alcoholic beverages Prerequisite: SITXFSA001
SITHFAB005	Prepare and serve espresso coffee Prerequisite: SITXFSA001
SITHFAB007	Serve food and beverage Prerequisite: SITXFSA001
SITXFSA002	Participate in safe food handling practices
SITHCCC002	Prepare and present simple dishes Prerequisite: SITXFSA001
SITHCCC003	Prepare and present sandwiches Prerequisite: SITXFSA001
SITHCCC001	Use food preparation equipment Prerequisite: SITXFSA001

SITHKOP001	Clean kitchen premises and equipment
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VET Business Services (2017-2018)

SIT20115 Certificate II in Business Services

Type of Course: Board Developed (ATAR)

Unit Value: 2

HSC Internal Assessment Outline

Competency Assessment Tasks BOSTES Examinations	TASK 4	TASK 5	TASK 6		Half Yearly Exam	Trial HSC Exam
	Term 4	Term 1 2018	Term 2 2018	Term 3 2018	Term 1 Weeks 9/10	Term 3 Weeks 3/4
Type of Task	Portfolio and Practical Task	Portfolio and Practical task	Portfolio and Practical task	Portfolio and Practical task	Examination	Examination
Workplace Information	*					
Sustainable Innovations	*	*				
Records Management		*	*			
Customer Service			*	*		

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Competencies being assessed	BSBINM201 BSBWOR202 BSBINN201 BSBSUS201	BSBINN201 BSBSUS201 BSBFIA301 BSBITU202 BSBINM202	BSBFIA301 BSBITU202 BSBINM202 BSBCUS20 BSBIND201	BSBCUS20 BSBIND201		
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Business Services:

BSB20115 Certificate II in Business	
Code	Title
BSBWHS201	Contribute to health and safety of self and others
BSBCUS201	Deliver a service to customers
TLIP2029A	Prepare and process financial documents
BSBIND201	Work effectively in a business environment
BSBINM201	Process and maintain workplace information
BSBINN201	Contribute to workplace innovation
BSBSUS201	Participate in environmentally sustainable work practices
BSBITU201	Produce simple word processed documents
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology
BSBITU202	Create and use spreadsheets
BSBITU307	Develop keyboarding speed and accuracy

BSBINM202	Handle mail
BSBITU203	Communicate electronically

Work Placement

- Work placement is mandatory and allows students to apply the theory and practical skills learnt in class.

Course	Teacher	Date
Hospitality	Ms Farrugia/ Ms Abela	Completed
Business Services	Ms Bechara	Completed

- Students who **wish to source their own employer** must provide their teacher or Ms McGlenchy with the **following details**, otherwise they will be choosing from the list provided by BREED:
 - The name of the organisation;
 - The name of the person they have contacted in the organisation that has agreed to take them;
 - A contact phone number of the organisation/person.
- Students are to also include their own details (name, phone number and homeroom) with the information.
- Failure to complete the work placement component of their VET course will result in the student receiving an 'N' (unsatisfactory) award for that subject. Students must complete 70 hours of work placement over the two years.
 - Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
 - Being on work placement is not an excuse for missing or being late to hand in a take-home assessment tasks. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any in-class assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
 - Students must complete and submit all paperwork regarding work placement on time to confirm their place and avoid losing the placement to another student or school.
 - Students can use their current casual employment for work placement if it is directly related to the subject. An 'Application for Recognition of Prior Learning' must be obtained from their VET teacher and completed by the student and their employer. The VET Co-ordinator will assess the application and students will be informed as to the success of their application.
 - Absences from work placement **MUST** be reported to the employer, the VET Co-ordinator **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
 - Students must return their **Work Placement Journal/Timesheet** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof of how many hours were completed.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Co-ordinator and bring your task with you.
3. The Co-ordinator will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Co-ordinator so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
 - (a) A revised assessment by the teacher;
 - (b) A new assessment task for **part** of the disputed task; or
 - (c) A **full** assessment task to be completed in place of the disputed task.
6. If you are still dissatisfied, you will need to speak to the Leader of Teaching and Learning.

A form for VET Assessment Appeal Submission is provided on the next page.

Catholic Education Diocese of Parramatta

VET Assessment Appeal Submission

Name: _____

Course: _____

School: _____

Teacher: _____

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency Title(s)	Date Assessed

Assessor's Name: _____

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

.....

Signed: _____ Date: _____

Outcome of appeal:

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Principal's Signature: _____ Date: _____

(To be filed with the class assessment record.)

