



# MARIST COLLEGE NORTH SHORE

## ASSESSMENT PROGRAMME 2019

**12**

**YEAR TWELVE**

# Year 12 Assessment Task Schedule

## TERM FOUR

## YEAR 12/2018-2019

Week	Subject	Task	Date	Period/Time
1				
2				
3				
4				
5				
6	Biology	Model Building (Heredity)	23/11/18	
	SDD	Case Study - Group Research Project	23/11/18	in class
	Hospitality	Competency Task	Week 6	in class
	YEAR 12 GOAL SETTING - Thursday 22nd of November			
7	Investigating Science	Practical Test	27/11/18	
	Industrial Technology	Project Proposal	28/11/18	in class
	English- EAD, EST, ENS	Multimodal presentation and analytical writing	30/11/18	hand in-in class
8	Chemistry	Research	5/12/18	Hand in
	Physics	Processing/Modelling Task	4/12/18	
	Mathematics Standard	Test	3/12/18	In class
	Mathematics	Test	3/12/18	In class
	Mathematics Ext 1	Test	5/12/18	In class
	Studies of Religion II	Religions and Belief Systems in Australia Post 1945 Test	4/12/18	In-class test
	Modern History	Source Analysis	06/12/18	In Class
	Hospitality	Competency Task - practical	Week 8	In class
	Design and Technology	Project Proposal	3/12/18	In class
9	Mathematics Extension 2	Test	11/12/18	In class
	Ancient History	Historical Analysis	11/12/18	Hand in between 8.15-8.35am
	Music	Performance and Composition	11/12/18	In class & Hand in

<b>9 Cont.</b>	Drama	Australian Drama and Theatre Workshop and Written Reflection	11/12/18 Double Period	In class & Hand in
	Legal Studies	Crime Research task	11/12/18	Hand in
	SLR	Research task	10/12/18	Hand in
	Catholic Studies	Video and Written Component	11/12/18	Hand in
	PDHPE	Designing Training Programs	12/12/18	Hand in
<b>10</b>		<b>YEAR 12 FINISH CLASSES 13 DECEMBER, 2018</b>		

# TERM ONE

# YEAR 12/2019

Week	Subject	Task	Date	Period/ Time	
1					
2	Economics	Research task	7/2/19	Hand in 8.15-8.35am	
	Ext 2 Viva	Interview	11/2/19	Interview	
	Studies of Religion I	Religion and Belief Systems in Australia Post 1945 - Test		In class test	
3	Business Studies	Research Task	14/02/19	Hand in 8.15-8.35am	
	Hospitality	Competency Task - Cafe Culture	week 3	in class	
	Drama	Individual Project Progress Assessment	13/2/19	In class	
	Visual Arts	Practice: Case Studies and BOW Proposal	13/2/19	Hand in	
4	Geography	Fieldwork task	Week 4	Hand in 8.15-8.35am	
5	Construction	Competency Task - practical	Week 5	In class	
6	Design and Technology	Innovation and Emerging Technology Case Study	6/3/19	in class	
	Studies of Religion II	Buddhism Source Analysis and Report	8/3/19	8:15-8:30am in ARC	
7	Biology	Depth Study	15/3/19	12BIO1 P1 12BIO2 P4	
	Investigating Science	Research Task	15/3/19	P1	
	Modern History	Research Task	13/3/19	Hand in 8.15-8.35am	
	Industrial Technology	Industry Study	13/3/19	In class	
	Physics	Practical Test	12/3/19	P3-P4	
8	Ancient History	Research Task	19/3/19	Hand in 8.15-8.35am	
	Chemistry	Titration Practical	22/3/19	P1-P2	
	SDD	Project Report	20/3/19	In class during Pd	
	Mathematics Standard 1	Class test	20/3/19	In class	
9	English Advanced	Textual Conversations Comparative Essay	26/3/19	In class	
	English Standard	Language, Identity and Culture	26/3/19	In class	
	English Studies	Research Task: Part of a Family	26/3/19	In class	
	Mathematics	In class test	29/3/19	In class	
	English Ext 1	Imaginative Writing	29/3/19	hand in	

10	Business Studies	Topic test	3/4/19	In-class during period	
	Construction	Competency Task	Week 10	in class	
	Drama	Black Comedy In class Workshop and Written Reflection	2/4/19	In class	
	Geography	Topic test	3/4/19	In-class during period	
	PDHPE	Topic test	5/4/19	In-class during period	I
	Mathematics Standard 2	Project	3/4/19	Hand in 8.15-8:35 am	
	Mathematics Extension 1	In class test	1/4/19	In class	
	Music	Musicology (Viva Voce) & Elective Performance	2/4/19	In class	
	SLR	Online certification task	3/4/19	In class	
11	Economics	Topic test	9/4/19	In-class during period	
	Hospitality	Competency Task - Case Study	Week 11	submit in class	
	Mathematics Extension 2	In class test	9/4/19	In class	
	Legal Studies	Topic test	9/4/19	Periods 3 & 4	

# TERM TWO

# YEAR 12/2019

Week	Subject	Task	Date	Period/Time
1	Studies of Religion I	Research Essay on Islam	3/5/19	8:15-8:30 In ARC
2	English Extension 2	Literature Review	8/5/19	Hand in
3	<b>Year 12 Retreat Week</b>			
4				
5	Biology	Practical Test (Infectious Disease)	31/5/19	
	Hospitality	Competency Task - The Hospitality Industry	Week 5	Submit in class
6	Geography	Research Task	5/6/19	In Class
	Mathematics Extension 2	Presentation	4/6/19	In class
7	Investigating Science	Depth Study	12/6/19	
	Business Studies	Written Report	12/6/19	Hand in 8.15-8.35am
	Modern History	Historical analysis	12/6/19	Hand in 8.15-8.35am
	Hospitality	In class test	Week 7	
	Construction	Topic Test	Week 7	In class
8	Physics	Depth Study	18/6/19	
	Economics	Stimulus Task	19/6/19	Hand in 8.15-8.35am
	Music	Elective Options Presentation/Submission	18/6/19	In class
	Studies of Religion II	Religion and Peace Research Essay	21/06/19	8:15-8:30am in ARC
	Visual Arts	Conceptual Framework Case Studies	21/6/19	8:15-8:30am in ARC
	Mathematics Standard 1	In class test	19/6/19	In class
	Mathematics Standard 2	In class test	19/6/19	In class
	Mathematics	In class test	19/6/19	In class
9	Chemistry	Depth Study	26/6/19	Hand in
	Mathematics Extension 1	In class test	25/6/19	In class
	English Advanced	Mod B and Mod C	25/6/19	In Class
	English Standard	Mod B and Mod C	25/6/19	In Class
	English Studies	Collection of Classwork: Playing the Game	25/6/19	In Class
	SLR	Practical demonstration & written task	26/6/19	In class
	Legal Studies	Research Task	28/6/19	In-class task
10	PDHPE	Research Task	3/7/19	Hand in
	Geography	Research Task	2/7/19	In Class
	History Extension	Historical Project - Historical Process	1/7/19	In-class submission
	SDD	Major Project and Presentation	2/7/19	in class
	Construction	Competency Task	Week 10	in class
	Design and Technology	Project Development and Folio	2/7/19	in class
	Industrial Technology	Project Development and Folio	3/7/19	in class
	Catholic Studies	Moral Issues Research Task	5/7/19	in class

	English Extension Two	Critique of the Creative	3/7/19	hand in
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# TERM THREE

# YEAR 12/2019

Week	Subject	Task	Date	Period/ Time
1	English Extension 1	Critical Essay	23/7/19	hand in
	Science Extension	Trial and all day Research Project	23/7/19	All day
	History Extension	History Project - Essay	24/7/19	In-class submission
	Ancient History	Source Analysis	24/7/19	In class task
2	<b>Major Works Week (No Other Assessments)</b>			
	Visual Arts	Body of Work Submission	31/7/19	Hand in
	Drama	Individual Project Presentation/Performance and Group Performance	1/8/19	Hand in & Performance
3	<b>Trial HSC</b>			
4				
5				
6	Hospitality	Competency Task - Practical and portfolio	Week 6 TBC	Inclass
	Construction	Competency Task - Brick and Block Laying	Week 6	In class
7	Mathematics Standard 1	Project	3/9/19	In Class
8		NO FURTHER ASSESSMENT TASKS		
9		NO FURTHER ASSESSMENT TASKS		
10		NO FURTHER ASSESSMENT TASKS		



# SECTION ONE

## HIGHER SCHOOL CERTIFICATE - YEAR 12

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### INTRODUCTION - THE PURPOSE OF ASSESSMENT

Assessment is the process of gathering information and making judgements about student achievement. It is useful in:

- Assisting student learning
- Evaluating and improving teaching programmes
- Providing evidence of satisfactory achievement
- Providing HSC results

The Assessment Programme within the College allows for a broader range of tasks than those used in HSC examinations and, therefore, provides opportunity to demonstrate achievement of the learning outcomes in various ways.

Assessment at Marist College North Shore in the Year 11 and HSC courses will follow a standards referenced approach for all subjects other than VET. This means that assessments are measured against standards of performance.

The **Competency-Based Vocational Education Courses** studied as part of a Career/TAFE Preparation Programme or as part of a blended programme do not have a formal HSC Assessment Mark that is submitted to NESA by the College. Consequently students in these courses will **not** receive an Assessment Mark on their Year 12 Record of Achievement in these subjects.

Students in Vocational Education and Training (VET) *courses, who choose to sit for the HSC Examination* in their particular VET courses, will receive an HSC Examination Mark on their Record of Achievement. Although competencies in VET courses are often assessed while students are completing practical tasks, there will also be opportunities for competencies to be demonstrated in a more formal way through written assignments, presentations, tests, etc.

Students sitting **Board Endorsed Courses** (e.g. Catholic Studies, English Studies, Standard Mathematics 1) will have the assessment mark submitted by the College **only**, which will appear on their Year 12 Record of Achievement. **There is no external HSC examination in these subjects.**

#### **Australian Tertiary Admission Rank (ATAR) Requirements:**

The requirements for the ATAR are determined by the universities. A candidate's ATAR is calculated from the scaled aggregate of the marks in the best 10 units of Board Developed HSC courses, inclusive of English.

**NOTE:** *It is a student's responsibility to ensure he meets the requirements for an ATAR.*

# INFORMATION FOR PARENTS AND STUDENTS

## RoSA Curriculum

### Explanation of RoSA

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

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### A Cumulative Record of all Academic Achievement

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year Eleven.
  - If a student leaves school before receiving a grade in Years Eleven or Twelve courses, their RoSA will record the courses they commenced.
  - This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.
  - Students who leave before the completion of the HSC but do not qualify for a RoSA will receive a Transcript of Study
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### Fair Allocation of Grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, NESA will work with teachers to ensure that appropriate standards are developed and applied at that level.
  - NESA will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
  - These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.
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### Literacy and Numeracy Tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit the tests only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student leaves school.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests when they are ready in Year 10, 11 or 12 or even after the HSC, to receive their HSC.

Students who will sit the HSC in 2018 or 2019 do not need to take these tests.

Students planning to leave school before completing their HSC are also able to take these tests to show their level of literacy and numeracy skills.

More information of the RoSA can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

# SECTION ONE

## HIGHER SCHOOL CERTIFICATE - YEAR 12

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### ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all HSC courses conducted at Marist College North Shore.

Formal Assessment Task results contribute to the overall mark achieved by a student and subsequently contribute to his school-based Assessment Mark submitted for the HSC.

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#### Satisfactory Completion of a Course

“To have satisfactorily completed a course, students will have:

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.” (ACE 11.4)

#### Attendance

At Marist College North Shore, **85% attendance** is considered a minimum:

- Exceptional cases involving less than 85% attendance **need to be approved by the Headmaster.**
- **In particular, any extended overseas leave requires the approval of the Headmaster two weeks prior to the student commencing the leave.**
- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to the Review Process.

#### Participation

A **GENUINE ATTEMPT** must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignment, homework and set tasks.
- It is up to the teacher’s professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to the Review Process.

#### Completion of Assessment Tasks

A student must make a **GENUINE ATTEMPT** at all Assessment Tasks in each course in which he is entered.

- Any student who fails to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESAs (formally BOSTES) “N” (non-Completion) notice, which will disqualify him from this particular course.
- This may in turn disqualify him from receiving the RoSA or HSC.
- Warnings are sent to parents in writing if this eventuality appears likely.

## Unsatisfactory Completion of a course

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- STEP 1 ➤**      **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal **WARNING** is called an '**N-Warning**'.
- The appropriate Leader of Learning and Director of Teaching and Learning are responsible for notifying parents at all stages of a review of a student's performance in a course.
- STEP 2 ➤**      **Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.**
- **Attendance** may involve students being placed on an attendance contract to meet requirements.
  - **Participation** may involve students being placed on a **CLASS** contract to meet requirements.
  - **Completion Of Assessment** requires students to complete the assessment task within a two week period.
- STEP 3 ➤**      **SECOND N-WARNING LETTER SENT** – Students are given a **second** opportunity to rectify their situation.
- STEP 4 ➤**      **UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Headmaster, in conjunction with the Director of Teaching and Learning.
- This will occur after an Assessment Appeals Process has been completed.
  - The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

## Schedule of Tasks

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- STEP 1 ➤**      **NOTIFICATION OF TASKS** – The Schedule of Tasks (Section 2) indicates specific dates scheduled from Term 4, 2018 to Term 3, 2019.
- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgement to ensure students have adequate time to prepare for each task.
  - For in-class tasks and examinations, written notice may be given outlining details prior to the task date; however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
  - Notification of change will be given in writing at least two weeks prior to the task date.
- STEP 2 ➤**      **RECORD IN STUDENT DIARY AND FAMILY CALENDAR** – It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

## Reporting and Task Feedback

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All students will receive meaningful feedback on their performance in each Assessment Task.

- Timing** ➤ Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.
- If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.
- Nature** ➤ The College will provide each student with formal details of his ranked position within this school's candidature for each course, as part of his final HSC report.
- NESA regulations prohibit the College from providing a raw aggregate of marks scored in any course or subject.
- Appeal** ➤ Appeals against the ranking may be made within **three (3) school days** of receiving it and should be directed through the **Director of Teaching and Learning. SEE APPEALS PROCESS**
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

## Submission of Tasks

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### Electronic

**ALL HAND IN ASSESSMENT TASKS** for Year 12 must be **ELECTRONICALLY** submitted by 8.15am on the due date or handed in as a **HARD COPY** at the La Valla Hall between 8.15-8.35am.

- ALL students are to submit tasks **ON TIME** regardless of illness on the day.
- Teachers will inform students how the task is to be submitted.
- Tasks will be time stamped with the student's name when submitted electronically.
- Storage devices e.g. USB, cannot be submitted for a task.
- **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

### Group Work

The **EXPECTATIONS** of the **TASK** will be made clear in **WRITING** relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

### Late Submission

Students who are late submitting a task on the due date. **MUST** submit the task the very next day they attend school to their Class Teacher or the appropriate Studies Coordinator/Head of Department **even if there is NO scheduled lesson on that day**.

### Extensions

Under **EXCEPTIONAL CIRCUMSTANCES** the Director of Teaching and Learning may grant an extension.

- In this case, parents should contact the Director of Teaching and Learning, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

## Task Length Requirements

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- **Students are expected to adhere to the requirements of the Assessment Task for word count and time duration.**
- **Students are not expected to go beyond the requirements outlined in the Assessment Task Notification.**
- **Work submitted that is beyond the word count or time duration will not be considered towards their mark.**
- **In consultation with their classroom teacher, students can develop the skills required in ensuring their task meet the allocated requirements.**

# Procedures for Student Absence from an Assessment Task

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## Unforeseeable Absence

**NOTE:** ALL HAND IN ASSESSMENT TASKS for Year 12 must be ELECTRONICALLY submitted by 8.15am on the day the task is due, or handed in as a hard copy between 8.15 – 8.35am at the La Valla Hall. This means ALL students are to submit assignments ON TIME regardless of illness on the day.

**STEP 1** ➤ **NOTIFY** the Director of Teaching and Learning personally **before 8.30am** on the morning of the task or task due by date. **CALL: 9957 5000**

**STEP 2** ➤ **OBTAIN** documentation

- Illness – a Doctor's Medical Certificate will be required covering the absence.
- Funeral – a detailed letter from home prior to the assessment task.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

**STEP 3** ➤ **SUBMIT** documentation to Director of Teaching and Learning. This must be done before the commencement of the student's first period on the day of his return to the College.

A student must:

- Complete all details on the absence form.
- Attach documentation to the form and submit it to the Director of Teaching and Learning.

***Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.***

***Please ensure documentation notes specifics to the illness and/or misadventure. Doctor's Certificates must not simply read 'IS UNFIT FOR SCHOOL' - this will not be accepted by the College or NESAs***

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## When is a Doctor's Certificate Required?

A Doctor's Certificate is required if a student is absent:

- the week before the Assessment Block
- the day before an assessment is due
- the day of an assessment task
- for College events such as Commencement Mass, Swimming Carnival etc
- the last day of Term
- for all doctor's certificates, please ensure specific illness is addressed. 'Unfit for school' is **NOT** acceptable. Please see below and Page 85 of this Assessment Booklet.



*(In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. **Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.**)*

### **Foreseeable Absence – Leave**

A student requiring Leave must obtain written permission from the Headmaster before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**STEP 1 ➤ OBTAIN** approval from the Headmaster.

- Parent/Guardian to access the leave form from the College website and send to the Headmaster **at least two weeks prior to the leave.**
- The Headmaster will respond in writing.

**STEP 2 ➤ RESCHEDULE** task(s) with the Director of Teaching and Learning **PRIOR** to leave.

- Student must discuss with the Director of Teaching and Learning details of the task(s) that will be missed during their absence.
- Arrangements will then be made regarding submission of missed task(s) with the Director of Teaching and Learning and the relevant Leader of Learning.

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### **Foreseeable Absence – Prior Appointments**

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone the Director of Teaching and Learning on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

**STEP 1 ➤ SCHEDULING APPOINTMENTS**

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

**STEP 2 ➤ NOTIFY** the Director of Teaching and Learning of absence **BEFORE** task date.  
**CALL: 9957 5000**

**STEP 3 ➤ RESCHEDULE** task with Director of Teaching and Learning **BEFORE** the task due date.

- Student must discuss with Director of Teaching and Learning details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

**STEP 4 ➤ SUBMIT** documentation to Director of Teaching and Learning.  
(Refer to Step 3 Instructions on previous page.)

**If a student complies with these requirements**, then he may:

- i) sit the task or a substitute task; or
- ii) be provided with an **estimate**.

## Penalties Applied for Student NOT Meeting Requirement

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### Penalties for Late Submission Without Supporting Documentation

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

#### ONE school day late

#### **20% deduction from the maximum mark a student can achieve**

- for example: If a student submits a task that is marked out of 10, and is one day late, then the maximum mark a student can receive is 8 marks.
- Parents notified via the diary by the classroom teacher.

#### TWO school days late

#### **40% of the total mark awarded will be deducted**

- for example: If a student submits a task that is marked out of 10, and is one day late, then the maximum mark a student can receive is 6 marks.
- Parents notified via the diary by the classroom teacher.

#### MORE THAN THREE school days late

#### **zero awarded**

- In this case, the task must still be submitted.
- It will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- **Failure to submit the task may lead to an “N” determination.**
- **PARENTS WILL BE NOTIFIED IN WRITING BY THE LEADER OF LEARNING AND THE DIRECTOR OF TEACHING AND LEARNING.**

#### LATE SUBMISSION

For assessments that **CANNOT BE SUBMITTED ELECTRONICALLY**, students who are late in submitting a task on a given day **MUST** hand in the task the next day they attend school to their class teacher or the appropriate Leader of Learning even if there is **NO** scheduled lesson on that day.

- There is **NO EXCUSE** for submitting a **RESEARCH TASK LATE** if these can be submitted electronically.

## Penalties for Non-Authentic Work or Other Malpractice

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- **All work submitted, whether as part of an assignment or test, must be solely completed by the student.**
- **All research assignments MUST include a reference list. Criteria for referencing can be found in the student diary**
- **If references are NOT provided, students will be required to provide evidence that the work is their own.**

### What is Malpractice?

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as your own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice e.g. passing on an assignment to another student in any form.

### How to Avoid Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes. These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

**A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.** <https://www.uow.edu.au/student/learningcoop/referencingciting/index.html>

### Penalties

**RESEARCH TASKS** – a zero determination for the section or sections affected, or for the entire task

**EXAMINATIONS** – a zero determination for the whole paper.

### Appeal

If doubt arises regarding the authenticity and originality of the submitted work, the Director of Teaching and Learning will be asked to consider the matter.

- A student log may be required in the case of some Research Tasks, Major Works or Projects, and must be presented upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN THREE DAYS** of written notification of the zero being given.



## Malpractice in Examinations and Examination-Type Tasks

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC and RoSA Examination Rules and Procedures as specified by the NSW Education Standards Authority (Formerly known as BOSTES). Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

*For details of expectations during examination-type tasks, refer to the Appendix pages.*

Two main breaches are outlined below:

### Notes

If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the Leader of Learning. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

### Mobile phones

Students are **NOT** permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

### Communication

Students are **NOT** permitted to speak with or communicate with any person other than an exam supervisor.

### Penalties

**Examinations** – a zero determination for the whole paper.

# Appeals Process

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## ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a Zero determination or 'N-Warning' made against him, he has the right of appeal.

- STEP 1 ➤** **LODGE APPEAL** with the **Director of Teaching and Learning**.
- Must be lodged within three school days of receiving the zero or 'N-warning' notice.
  - See the Director of Teaching and Learning for the appropriate paperwork.
- STEP 2 ➤** **SUBMITTED** to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of the NESAs.
  - This committee is made up of the Director of Teaching and Learning, the relevant Leader of Learning, the Assistant Principal and where necessary a Year 12 Leader.
- STEP 3 ➤** **LODGE APPEAL** with the **NESA**.
- Failure at **STEP TWO** procedure may lead a student to appeal to the NESAs, in which case he must see the Director of Teaching and Learning for details of the procedure to be followed.

## APPEAL AGAINST MARKS OR RANKS AWARDED

- STEP 1 ➤** **NOTIFY TEACHER** at the time assessment task is handed back.
- The task **MUST NOT** go home if an appeal is to be lodged.
  - Hand back the task to the Class Teacher with reasons for the appeal, **IN WRITING**, outlined on the front of the task.
- STEP 2 ➤** **REMARKING OF TASK** - The task **MAY** be remarked by a different teacher **OR** reviewed by the teacher who initially marked the task
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.
- STEP 3 ➤** **SPEAK TO** the appropriate Leader of Learning about the reasons for the appeal of marks or rank.
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.
- STEP 4 ➤** **LODGE APPEAL** with the **DIRECTOR OF TEACHING AND LEARNING**.
- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home**.
  - **RANKS** – Must be lodged within three school days of receiving the RANKS notice.
  - **STEP TWO** procedure followed.

*If not resolved with the marking teacher or Leader of Learning, obtain an Assessment Task Appeal form from the Director of Teaching and Learning within one (1) day of the task being returned.*

## ILLNESS AND MISADVENTURE

Students whose performance during the HSC Examination is impaired by either illness or misadventure (the death of a family member or friend for example) ***must make the supervisor of the examination aware of the situation prior to or during the examination. The student must see the Director of Teaching and Learning as soon as possible in order to commence the necessary paperwork.***

Documentation including professional assessment will be needed to support the claim. Should the claim be upheld, the student's Assessment Mark **or** his Examination Mark (whichever is the higher) will be awarded in the affected course or courses.

# SECTION TWO

## SUBJECT ASSESSMENT POLICIES & SCHEDULES

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**Please note:**

*Dates are correct at the time of writing*

*This booklet forms official notification of assessment tasks for the HSC Year.*

*Wherever possible students will be given two-weeks notice of assessment scheduling for Assessment Blocks.*



# ANCIENT HISTORY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2018 Week 9 11/12/18	Term 1, 2019 Week 8 19/3/19	Term 3, 2019 Week 1 24/7/19	Term 3, 2019 Weeks 3 – 5
<b>Type of Task</b>		<b>Historical Analysis</b>	<b>Research Task</b>	<b>Source Analysis In class</b>	<b>Trial HSC Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	40%	5%	5%	15%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%		10%	5%
Historical inquiry and research	20%	10%	10%		
Communication of historical understanding in appropriate forms	20%		10%		10%
<i>Outcomes</i>		AH12-2 AH12.3 AH12.5 AH12.6 AH12-9	AH12-2 - AH12-4, AH12-6, AH12-8- AH12-9	AH12-4 - AH12-6, AH12-8 - AH12-9	AH12-1 - AH12-10
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# Ancient History – HSC Course Outcomes

## Knowledge and understanding:

### Objectives

#### Students:

- **develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context.**
- **develop an understanding of continuity and change over time.**

#### A Student:

- AH12-1 accounts for the nature of continuity and change in the ancient world
- AH12-2: proposes arguments about the varying causes and effects of events and developments
- AH12-3: evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4: analyses the different perspectives of individuals and groups in their historical context
- AH12-5: assesses the significance of historical features, people, places, events and developments of the ancient world

## Skills:

#### Students:

- **undertake the process of historical inquiry**
- **use historical concepts and skills to examine the modern past**
- **communicate an understanding of history, sources and evidence, and historical interpretations.**

#### A Student:

- AH12-6: analyses and interprets different types of sources for evidence to support an historical account or argument
- AH 12-7: discusses and evaluates differing interpretations and representations of the past
- AH12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10: analyses issues relating to the ownership, custodianship and conservation of the ancient past

# BIOLOGY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2018 Week 6 23/11/18	Term 1, 2019 Week 7 15/3/19	Term 2, 2019 Week 5 31/5/19	Term 3, 2019 Weeks 3 - 5
<b>Type of Task</b>		<b>Model Building</b> <i>Heredity</i>	<b>Depth Study</b> <i>Genetic Change</i>	<b>Practical Test</b> <i>Infectious Disease</i>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Skills in Working Scientifically	60%	15	10	25	10
Knowledge and understanding	40%	5	10	5	20
Outcomes		BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Biology – HSC Course Outcomes

### A student:

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

# BUSINESS STUDIES

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b><i>Date of Task</i></b>		Term 1, 2019 Week 3 14/02/19	Term 1, 2019 Week 10 3/4/19	Term 2, 2019 Week 7 12/06/19	Term 3, 2019 Weeks 3 - 5
<b><i>Type of Task</i></b>		Research Task – Hand in 8.15 – 8.35am	Topic test	Business Report	Trial HSC Weeks 3-4 Term 3
<b><i>Component being assessed</i></b>	<b><i>Syllabus Weighting</i></b>				
Knowledge and Understanding	40%	5%	15%	5%	15%
Stimulus-based Skills	20%			10%	10%
Inquiry and Research	20%	10%		10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>Outcomes</b>		H2, H4-H9	H1-H5, H6, H8, H9	H4, H6, H7, H8, H9	H1-H10
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## **Business Studies – HSC Course Outcomes**

### **A student:**

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

# CATHOLIC STUDIES

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>
<i>Date of Task</i>		Term 4, 2018 Week 9 11/12/18	Term 2, 2019 Week 10 5/7/18
<i>Type of Task</i>		Video and Written Component	Research Task
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
Knowledge and understanding of course content	20	10	10
Investigation and research	15	5	10
Communication of information, ideas and issues in appropriate form	15	10	5
Outcomes-Unit		B6-3 Being Catholic	E6-3 Moral Issues
<i>Task Weighting</i>	<b>50</b>	<b>25</b>	<b>25</b>

### Catholic Studies – Summary of Internal Assessment

Year 12 Students choosing to study Catholic Studies follow the Catholic Studies Course endorsed by the Catholic Education Office, Sydney.

Throughout the year they will cover a range of outcomes for each topic through class work, assessments and exams.

#### Students will complete the following topics in their course:

- Christian Prayer
- Being Catholic
- Living with Good and Evil
- Moral Issues

# CHEMISTRY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2018 Week 8 5/12/18	Term 1, 2019 Week 8 22/3/19	Term 2, 2019 Week 9 26/6/19	Term 3, 2019 Weeks 3-5
<b>Type of Task</b>		<b>Research (Hand in)</b> <i>Equilibrium and Acid Reactions</i>	<b>Titration Practical</b> <i>Acid/Base Reactions</i>	<b>Depth Study</b> <i>Applying Chemical Ideas</i>	<b>Trial HSC</b>
Component being assessed	Syllabus Weighting				
Skills in Working Scientifically	60%	10	15	20	15
Knowledge and understanding	40%	10	5	15	10
Outcomes		CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>



## Chemistry – HSC Course Outcomes

### A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

# CERTIFICATE II IN CONSTRUCTION PATHWAYS CPC20211

## ASSESSMENT SCHEDULE 2019 HSC YEAR

### Competency Based Tasks:

	<i>Competency Task</i>	<i>Competency Task</i>	<i>Competency Task</i>	<i>Competency Task</i>
<i>Date of Task</i>	Term 1, 2019 Week 5	Term 1, 2019 Week 10	Term 2, Week 10	Term 3, 2019 Week 6
<i>Type of Task</i>	<b>Competency Assessment - Dog House and Floor</b>	<b>Competency Assessment - Concreting, + Read, Interpret, Measure and Calculate</b>	<b>Competency Assessment - Effective &amp; Sustainable Construction</b>	<b>Competency Assessment - Brick and Block Laying</b>
Competencies Assessment	CPCCCM2004A Handle construction materials  CPCCCM2005B Use construction tools and equipment  CPCCCM2006B Apply basic leveling procedures	CPCCCO2013A Carry Out Concreting to Simple Forms  CPCCCM1015A Carry out measurements and calculations  CPCCCM2001A Read and interpret plans and specifications	GPCCCM1012A Work effectively and sustainably in the construction industry	CPCCBL2001A - handle and prepare bricklaying and blocklaying materials  CPCCBL2002A – use bricklaying and blocklaying tools and equipment
<i>Task Weighting</i>	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent

### Compulsory Attendance and Course Requirement: Work Placement - 35 Hours Term 4, 2019

### Assessment Tasks Distribution

		<i>Task 1</i>	<i>Task 2</i>
<i>Date of Task</i>		Term 2, 2019 Week 7  In Class	Term 3, 2018 Weeks 3- 5
<i>Type of Task</i>		<b>In Class Topic Test</b>	<b>HSC Trial Examination</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
<i>Weightings</i>	100%	Various 30%	Various 70%

## Construction – CONSTRUCTION PATHWAYS

Unit Code and Title		COURSE STATUS	HSC indicative hours of credit
CPCCCO2013A	Carry out concreting to simple forms	Elective	20
CPCCCM1015A	Carry out measurements and calculations	Mandatory	20
CPCCCM2001A	Read and interpret plans and specifications	Mandatory	20
CPCCCM1012A	Work effectively and sustainably in the construction industry	Mandatory	25
CPCCCBL2001A	Handle and prepare bricklaying and blocklaying materials	Elective	20
CPCCCBL2002A	Use bricklaying and blocklaying tools and equipment	Elective	10
<b>Total mandatory HSC indicative hours</b>			<b>115</b>

### Practical Competency Assessments:

There will be ongoing practical competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two-weeks notice.

The Trial HSC will be used to indicate your estimated HSC mark between 1 – 100.

A minimum of thirty-five (35) hour Work Placement takes place during this year (70 hours in total). ***This is mandatory.*** Students who are absent **MUST** provide a Doctor's Certificate for each day absent

An external written Higher School certificate examination will be conducted for this course. In the year they will complete the course, students **MUST** specify whether or not they choose to undertake the external written examination.

# DESIGN AND TECHNOLOGY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2019 Week 8 3/12/18	Term 1, 2019 Week 6 6/3/19	Term 2, 2019 Week 10 2/7/19	Term 3, 2019 Weeks 5-6
<b>Type of Task</b>		Project Proposal MDP	Innovation and Emerging Technology Case Study	Project Development and Folio - Major Design Project	Trial HSC
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	10%	10%	35%	5%
Outcomes		H1.1, 4.1	H3.2, 5.1	H2.1, 2.2, 4.2, 4.3, 6.1, 6.2	2.1, 2.2, 3.1, 4.2, 4.3, 6.1, 6.2
<b>Task Weighting</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>40%</b>	<b>25%</b>

## Design and Technology – HSC Course Outcomes

### A student:

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

# DRAMA

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2018 Week 9 11/12/18 Double Period	Term 1, 2019 Week 3 13/2/19	Term 1, 2019 Week 10 2/4/19	Term 3, 2019 Week 2 1/8/19 6.00pm Term 3, 2019 Weeks 3 - 5
<b>Type of Task</b>		<b>Australian Drama &amp; Theatre</b> In class workshop & Written Reflection	<b>Individual Project Progress Assessment</b>	<b>Black Comedy</b> In class Workshop Written Reflection	<b>IP, GP &amp; Written Exam Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Making	40%	10%	5%	15%	10%
Performing	30%	10%	5%	5%	10%
Critically Studying	30%	10%		10%	10%
		H1.1, H1.2, H1.3, H1.4, H1.5, H1.9, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.7, H1.9, H2.1, H2.4, H3.2, H3.3, H3.5	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.2, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1 – H1.9 H2.1 – H2.5 H3.1 – H3.5
<b>Total Weightings</b>	<b>100%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>

## **Content: Drama HSC Course**

The HSC course comprises:

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- the Group Performance (Core component)
- the Individual Project.

## **Australian Drama and Theatre (Core component) and Studies in Drama and Theatre**

### **Outcomes**

*The student:*

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.5** demonstrates directorial skills
- H1.7** demonstrates skills in using the elements of production
- H1.9** values innovation and originality in group and individual work
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- 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 SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 1, 2019 Week 2 7/2/19	Term 1, 2019 Week 11 9/4/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		Research Task	In-class test	Stimulus Task	Trial HSC
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	40%	5%	10%	5%	20%
Stimulus-based skills	20%		5%	10%	5%
Inquiry and Research	20%	10%		10%	
Communication of economic ideas, issues in appropriate forms	20%	5%	5%	5%	5%
Outcomes		H1, H2, H3, H5 H8, H9, H10	H1,2,3,4, H7,8,10,11	H1, H6, H7 H8, H9, H10	H1-H11
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>



## Economics – HSC Course Outcomes

### A student:

- H1** Demonstrates understanding of economic terms, concepts and relationships
- H2** Analyses the economic role of individuals, firms, institutions and governments
- H3** Explains the role of markets within the global economy
- H4** Analyses the impact of global markets on the Australian and global economies
- H5** Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6** Analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7** Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8** Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9** Selects and organises information from a variety of sources for relevance and reliability
- H10** Communicates economic information, ideas and issues in appropriate forms
- H11** Applies mathematical concepts in economic contexts
- H12** Works independently and in groups to achieve appropriate goals in set timelines

# ENGLISH ADVANCED

## ASSESSMENT SCHEDULE 2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 7	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		Common Module: Texts and Human Experiences Multimodal using prescribed text	Mod A: Textual Conversations Comparative essay	Mod B:Critical Study of Text Essay Mod C: Imaginative Writing and Reflection	Trial HSC
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
	Total 100%	20	25	25	30
<b>Outcomes</b>		EA 12-1,2,4,5, 9	EA 12-1,3,5,6,8, 9	EA 12-1,2-9	All outcomes
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## English Advanced - Summary of Internal Assessment

### English – HSC Course Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

# ENGLISH - EXTENSION 1

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
<b>Date of Task</b>	Term 1, 2019 Week 9 29/3/19	Term 3, 2019 Week 1 23/7/19	Term 3, 2019 Weeks 3 – 5	
<b>Type of Task</b>	<b>Hand in: Creative</b>	<b>Critical Essay</b>	<b>Trial HSC</b>	
<b>Component being assessed</b>				
Knowledge and understanding of complex texts and of how and why they are valued	5	10	10	25
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation</li> </ul>	10	10	5	25
Task Weighting	15	20	15	50
<b>Outcomes</b>	EE12-1, 2, 3	EE12-1, 2, 3, 4,5	EE12-1, 2, 3, 4	

### English (Extension 1) – HSC Course Outcomes

**EE 12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

**EE 12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE 12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**EE 12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE 12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# ENGLISH - EXTENSION 2

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Weighting</i>
<b>Date of Task</b>	Term 1, 2019 Week 2	Term 2, 2019 Week 2 8/5/19	Term 2, 2019 Week 10 3/7/19	
<b>Type of Task</b>	Viva Voce	Literature Review	Critique of the Creative	
<b>Component being assessed</b>				
<b>Objective 1</b> Skills in extensive independent investigation	15	20	15	50
<b>Objective 2</b> Skills in sustained composition	15	20	15	50
<b>Outcomes</b>	EEX 12-1,2	EEX 12-1,2,3,4,5	EEX 12-1,2,3,4,5	
<b>Task Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### English Extension 2 – HSC Course Outcomes

EEX 12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX 12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX 12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX 12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX 12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

# ENGLISH STANDARD

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 7	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		Common Module: Texts and Human Experiences Multimodal using prescribed text	Mod A:Language, Identity and Culture: Henry Lawson Short Stories Essay	Mod B: Namatjira Essay Mod C: Imaginative Writing and Reflection	Trial HSC
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
	Total 100%	20	25	25	30
<b>Outcomes</b>		EN12-1,2,4,5,9	EN12-1,2,4,5,9	EN12-1,2,3,4,5,6 6,7,8,9	All outcomes
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## English – HSC Course Outcomes

# ENGLISH STUDIES

### ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2019 Week 7	Term 1, 2019 Week 11	Term 2, 2019 Week 9	Term 3, 2019 Weeks 3-5 2019
<i>Type of Task</i>		<b>Texts and Human Experiences: Multimodal presentation</b>	<b>Research task: Part of a Family</b>	<b>Collection of classwork: Playing the Game</b>	<b>Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	50%	15	10	15	10
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50%	10	15	15	10
Outcomes		ES12-1,2,4,6,10	ES12-1,2,3,5,6,9	ES12-1,2,3,4	All outcomes
<b>Task Weighting</b>	100%	25	25	30	20

### English Studies – HSC Course Outcomes

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and context

ES12-3 accesses, comprehends and uses information to communicate in a variety of way

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences



- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# GEOGRAPHY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 1,2019 Week 4	Term 1, 2019 Week 10 3/4/19	Term 2, 2019 Week 10 2/7/19	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		<b>Fieldwork task</b>	<b>In-class test</b>	<b>Research task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding	40%	5%	10%	5%	20%
Geographical tools and skills	20%	5%	10%		5%
Geographical inquiry and research, including fieldwork	20%	10%		10%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Outcomes		H1, H2, H5, H6, H8, H10, H13	H1, H3, H10 -H13	H1,H4, H10, H13	H1-H7, H9-H13
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## Outcomes

### A student:

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

# HISTORY - EXTENSION

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 2, 2019 Week 10 1/7/19	Term 3, 2019 Week 1 24/07/19	Term 3, 2019 Week 3-5
<i>Type of Task</i>		History Project - Historical Process (proposal, process log, annotated sources)	History Project - Essay	Trial HSC Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of significant historical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Outcomes		HE12-1 - HE12-4	HE12-1 - HE12-4	HE12-1 HE12-3 HE12-4
<b><i>Task Weighting</i></b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## History Extension – HSC Course Outcomes

### A student:

- HE12.1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12.2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12.3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12.4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

# HOSPITALITY - KITCHEN OPERATIONS

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

#### Competency Based Assessments

(as per Sydney Catholic Schools delivery plan requirements)

	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment	Hospitality Competency Assessment
<b>Date of Task</b>	Term 4, 2018 In class Week 6	Term 4, 2018 Week 8 In Class	Week 3, Term 1 2019	Week 11, Term 1, 2019	Week 5, Term 2, 2019	Week 5 or 6 - pending double lesson Term 3, 2018	Week 6, Term 3 2019
<b>Task:</b>	The Sandwich Brigade	Catering Event and Portfolio - Staff lunch	Cafe Culture	Sustainability in the Hospitality Industry - Case Study	The Hospitality Industry	Catering Event - Staff lunch - Appetisers and Salads	Service Periods
<b>Competency Units:</b>	BSBWOR203 Work effectively with others SITHCCC003 Prepare and present sandwiches	SITHCCC005 Prepare dishes using basic methods of cookery  SITXINV002 Maintain the quality of perishable items	SITHFAB005 Prepare and serve espresso coffee	BSBSUS201  Participate in environment ally sustainable work practices	SITHIND00 2 Source and use information on the hospitality industry	SITHCCC00 6 Prepare appetisers and salads  SITXFSA00 2 Participate in safe food handling practices	SITHCCC0 11  Use cookery skills effectively
<b>Weighting:</b>	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent	Competent OR Not Yet Competent

### Compulsory Attendance and Course Requirement: Work Placement - 35 Hours Term 4, 2019

#### Assessment Tasks:

		<b>Task 1</b>	<b>Task 2</b>
<b>Date of Task</b>		Term 2, 2019 Week 7  In Class	Term 3, 2018 Weeks 3- 5
<b>Type of Task</b>		<b>In Class Topic Test</b>	<b>HSC Trial Examination</b>
<b>Weighting</b>	<b>Syllabus Weighting 100%</b>	30%	70%
<b>Component being assessed</b>		<b>Various</b>	<b>Various</b>

## HOSPITALITY - KITCHEN OPERATIONS

### Practical Competency Assessments:

There will be ongoing practical competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two- weeks notice.

The Trial HSC will be used to indicate your estimated HSC mark between 1 – 100.

A thirty-five (35) hour Work Placement takes place during this year (70 hours in total across Year 11 and Year 12). ***This is mandatory.*** Students who are absent **MUST** provide a Doctor's Certificate for each day absent. Work Placement will take place in Week 3 of Term 4.

### Expected Attendance:

#### Immersion Dinner Prep and Cooking.

*Attendance is expected at different times, as this will contribute to the holistic practical assessment of several competencies.*

#### Assistance with College Functions including:

- Mother's Day Morning Tea
- Public Speaking and Orietyory Nights hosted by MCNS
- Year 12 Students and Staff Thank You Lunch

# INDUSTRIAL TECHNOLOGY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 7 In class 28/11/18	Term 1, 2019 Week 7 in class 13/3/19	Term 2, 2019 Week 10 In class 3/7/19	Term 3, 2019 Weeks 3-5
<i>Type of Task</i>		Project Proposal	Industry Study	Product Development and Folio - Major Project	Trial HSC Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%		10%	10%	20%
Knowledge and skills in the design, management, communication and production of a major project	60%	20%	10%	30%	
Outcomes		H3.1, H3.2, H4.2, H 5.1	H1.1, H1.2, H1.3	H2.1, H3.3, H4.1, H5.2, H6.1, H6.2	H1.1 - H7.2
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

## Industrial Technology – HSC Course Outcomes

### A student:

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



# INVESTIGATING SCIENCE

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<b>Date of Task</b>		Term 4, 2018 Week 7 27/11/18	Term 1, 2019 Week 7 15/3/19	Term 2, 2019 Week 7 12/6/19	Term 3, 2019 Weeks 3 - 5
<b>Type of Task</b>		<b>Practical Test</b> <i>Scientific Investigations</i>	<b>Research Task</b> <i>Technologies</i>	<b>Depth Study</b> <i>Fact or Fallacy?</i>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Skills in Working Scientifically	60%	15	15	20	10
Knowledge and understanding	40%	5	5	10	20
Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## Investigating Science – HSC Course Outcomes

### A student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

# LEGAL STUDIES

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4 Week 9 8.15 – 8.35am 11/12/18	Term 1, 2019 Week 11 9/4/19	Term 2, 2019 Week 9 In class 28/6/19	Term 3, 2019 Weeks 3-5
<i>Type of Task</i>		<b>Crime Research Task</b>	<b>Topic test</b>	<b>Research Family In class task</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and Understanding of course content	<b>40%</b>	5%	10%	5%	20%
Analysis and evaluation	<b>20%</b>	5%	5%	5%	5%
Inquiry and research	<b>20%</b>	10%		10%	
Communication of legal information, issues and ideas in appropriate forms	<b>20%</b>	5%	5%	5%	5%
Outcomes		H1, H7, H8, H9, H10	H1-7 H9-10	H1, H4 - H10	H1-7 H9-10
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

## Legal Studies – HSC Course Outcomes

### A student:

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

# MATHEMATICS STANDARD 1

## ASSESSMENT SCHEDULE

2019 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 8 20/3/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Week 7 3/9/19
<i>Type of Task</i>		In class task	In class task	Project
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Understanding, fluency and communicating	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
<i>Outcomes</i>		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-6, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-3, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10
<i>Task Weighting</i>	100%	30%	30%	40%

### Mathematics Standard 1 – Year 12 Course Outcomes

**A student:**

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

# MATHEMATICS STANDARD 2

## ASSESSMENT SCHEDULE

2019 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 8 3/12/18	Term 1, 2019 Week 10 3/4/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Weeks 3 - 5
<i>Type of Task</i>		Class Test	Project	Class Test	Trial HSC Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Understanding, fluency and communicating	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Outcomes		MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-1 - MS2-12-10
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

### Mathematics Standard 2 – Year 12 Course Outcomes

A student:

- MS2-12-1** uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2** analyses representations of data in order to make inferences, predictions and draw conclusions
- MS2-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- MS2-12-4** analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5** makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6** solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7** solves problems requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
- MS2-12-8** solves problems using networks to model decision-making in practical problems
- MS2-12-9** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- MS2-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

# MATHEMATICS

## ASSESSMENT SCHEDULE

2019 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 8 03/12/18	Term 1, 2019 Week 9 29/3/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Weeks 3 - 5
<i>Type of Task</i>		<b>Class Test</b>	<b>Class test</b>	<b>Class Test</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	10%	12.5%	12.5%	15%
Reasoning and communication	50%	10%	12.5%	12.5%	15%
Outcomes		H1, 2, 4, 5, 6, 7, 9	H1, 2, 3, 5, 8, 9	H1, 2, 4, 5, 8, 9	H1 – 9
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

### Mathematics – Summary of Internal Assessment

- Up to 20% of the Mathematics assessment may be based on the Year 11 Course.
- Questions based on the Year 11 Course can be asked when they lead into questions based on the HSC Course.
- Marks from these lead-in questions will not be counted in the 20% Year 11 allowance.

### Mathematics – Year 12 Course Outcomes

#### A student:

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

## Year 12 Courses

The mandatory components and weightings for the HSC courses are set out below.

For Mathematics Extension 1, the internal assessment mark submitted to the Board may be based on the whole course (ie both Preliminary and HSC courses).

<b>Component</b>	<b>Description</b>	<b>Weighting</b>
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50%
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50%
		<b>100%</b>



# MATHEMATICS EXTENSION 1

## ASSESSMENT SCHEDULE

2019 HSC Year

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 8 5/12/17	Term 1, 2019 Week 10 1/4/19	Term 2, 2019 Week 9 25/6/19	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		<b>Class Test</b>	<b>Class Test</b>	<b>Class Test</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concepts, skills and techniques	50%	10%	12.5%	12.5%	15%
Reasoning and communication	50%	10%	12.5%	12.5%	15%
Outcomes		HE1, 2, 3, 7	HE1, 2, 3, 5, 6, 7	HE1, 2, 3, 4, 5, 7	HE1 – HE7
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

# MATHEMATICS EXTENSION 2

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 9 11/12/17	Term 1, 2019 Week 11 9/4/19	Term 2, 2019 Week 6 4/6/19	Term 3, 2019 Weeks 3 - 5
<i>Type of Task</i>		<b>Class Test</b>	<b>Class Test</b>	<b>Presentation</b>	<b>Trial HSC Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Concept, skills and techniques	50%	10%	12.5%	12.5%	15%
Reasoning and communication	50%	10%	12.5%	12.5%	15%
Outcomes		E1, 2, 3, 6, 9	E1, 2, 3, 4, 6, 9	E1, 2, 5, 9	E1 – 9
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Mathematics – Summary of Internal Assessment

<b>Component</b>	<b>Weightings %</b>		
	<b>Mathematics</b>	<b>Mathematics Extension 1</b>	<b>Mathematics Extension 2</b>
Concepts, skills and techniques	50%	25 (50%)	50%
Reasoning and communication	50%	25 (50%)	50%
<b>Marks</b>	<b>100%</b>	<b>50 (100%)</b>	<b>100%</b>

**Note:** Bracketed figures are the Mathematics Extension 1 assessment weightings for students studying the Mathematics Extension 2 course.

## Mathematics – Year 12 Outcomes

### Mathematics Extension 1

#### A student:

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

### Mathematics Extension 2

#### A student:

- 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

# MODERN HISTORY

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>	<i>Task 4</i>
<i>Date of Task</i>		Term 4, 2018 Week 8 06/12/18	Term 1, 2019 Week 7 13/3/19	Term 2, 2019 Week 7 12/6/19	Term 3, 2019 Weeks 3 – 5
<i>Type of Task</i>		<b>Source Analysis In Class</b>	<b>Research Task</b>	<b>Historical analysis</b>	<b>Trial HSC examination</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>				
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%			10%
Historical inquiry and research	20%		10%	10%	
Communication of historical understanding in appropriate forms	20%		10%	5%	5%
Outcomes		MH12-2,-, MH12-7, MH12-9.	MH12-1, MH12-2, MH12-5 MH12-8, MH12-9	MH12-1- MH12-3, MH12-5 - MH12-9	MH12-1- MH12-9
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

## Modern History – HSC Course Outcomes

### A Student:

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

# MUSIC 1

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
Date of Task		Term 4, 2018 Week 9 11/12/18	Term 1, 2019 Week 10 2/4/19	Term 2, 2019 Week 8 18/6/19	Term 3, 2019 Weeks 3- 5
Type of Task		Performance and Composition (Hand in & in class)	Musicology (Viva Voce) & Performance (In Class)	Elective Options Presentation/ Submission (In class)	Trial HSC Aural Examination
Component being assessed	Syllabus Weighting				
Performance (Core)	10%	10%			
Composition (Core)	10%	10%			
Musicology (Core)	10%		10%		
Aural (Core)	25%				25%
Electives 1, 2, 3	45%		15%	30%	
Outcomes		H1, 2, 3, 5, 7, 9, H10, 11	H1 - H11	H1 - H11	H5 - H11
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>

## Music 1 – HSC Course Outcomes

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

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

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2018 Week 9 12/12/18	Term 1, 2019 Week 10	Term 2, 2019 Week 10	Term 3, 2019 Weeks 3 – 5
<b>Type of Task</b>		<b>Hand in</b> Designing training programme Core 2	<b>Topic Test</b> on Improving Performance	<b>Research Task</b> on Health Priority Issue Hand in Core 1	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of: Factors that affect health The way the body moves	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	10%	20%	20%
Outcomes		H8, H10, H16	H1-5, H7-11, H14-H17	H1, H2, H3, H4, H5, H15, H16	H1-6, H7-11, H13-17
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## PDHPE – HSC Course Outcomes

### A student:

- H1** Describes the nature, and justifies the choice, of Australia's health priorities
- H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** Analyses the determinants of health and health inequities
- H4** Argues the case for the new public health approach to health promotion
- 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
- H7** Explains the relationship between physiology and movement potential
- H8** Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** Explains how movement skill is acquired and appraised
- H10** Designs and implements training plans to improve performance
- H11** Designs psychological strategies and nutritional plans in response to individual performance needs
- H12** Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
- 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

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2018 Week 8 4/12/18	Term 1, 2019 Week 7 12/3/19	Term 2, 2019 Week 8 18/6/19	Term 3, 2019 Weeks 3 – 5
<b>Type of Task</b>		<b>Processing/ Modelling Task</b> <i>Electromagnetism</i>	<b>Practical Test</b> <i>Advanced Mechanics</i>	<b>Depth Study</b> <i>Nature of Light</i>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding	40%	5	10	10	15
Skills in Working Scientifically	60%	20	15	15	10
<b>Outcomes</b>		PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Physics – HSC Course Outcomes

### A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# SOFTWARE DESIGN AND DEVELOPMENT

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		TERM 4 23/11/18 Week 6	TERM 1 Week 8 20/3/19  Submit during class	TERM 2 Week 10 Tuesday 2/7/19  In class	TERM 3 Week 3-5
<b>Type of Task</b>		<b>Research Project - Case Study (Group)</b>	<b>Project Report</b>	<b>Major Project and Presentation</b>	<b>HSC Trial</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	50%	5	15	10	20
Knowledge and skills in the design and development of software solutions	50%	5	10	25	10
<b>Outcomes</b>		H1.2, H2.2, H3.1, H5.3	H1.1, H2.1, H3.1, H4.1	H5.1, H5.2, H6.1, H6.3, H6.4	H1.3, H3.2, H4.2, H4.3, H6.2
<b>Task Weighting</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>35%</b>	<b>30%</b>

## **Student Outcomes:**

A student:

H1.1 explains the interrelationship between hardware and software

H1.2 differentiates between various methods used to construct software solutions

H1.3 describes how the major components of a computer system store and manipulate data

H2.1 explains the implications of the development of different languages

H2.2 explains the interrelationship between emerging technologies and software development

H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts

H3.2 constructs software solutions that address legal, social and ethical issues

H4.1 identifies needs to which software solutions are appropriate

H4.2 applies appropriate development methods to solve software problems

H4.3 applies a modular approach to implement well structured software solutions and evaluates their effectiveness

H5.1 applies project management techniques to maximise the productivity of the software development

H5.2 creates and justifies the need for the various types of documentation required for a software solution

H5.3 selects and applies appropriate software to facilitate the design and development of software solutions

H6.1 assesses the skills required in the software development cycle

H6.2 communicates the processes involved in a software solution to an inexperienced user

H6.3 uses and describes a collaborative approach during the software development cycle

H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

# SPORT, LIFESTYLE AND RECREATION - 1 UNIT

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 4, 2018 Week 9 10/12/18	Term 1, 2019 Week 10	Term 2, 2019 Week 9
<b>Type of Task</b>		<b>Research Task</b> Hand in class	<b>Online Certification Task</b> Hand in in class	<b>Practical demonstration and written task</b> (In class and hand-in)
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
<b>Knowledge and understanding of:</b> Planning to improve fitness Types of sporting events and event management Games and sports strategies and skills	25	5	10	10
<b>Skills in:</b> Measuring and conducting fitness tests Certifying in an area of sports administration (ASC) Confidently participating in selected games and sports	25	10	5	10
<b>Outcomes</b>		1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4
<b>Task Weighting</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

## Sport, Lifestyle and Recreation (2 Unit) – HSC Course Outcomes

### A student:

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

# STUDIES OF RELIGION I - 1 UNIT

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1 2019 Week 2 TBA	Term 2, 2019 Week 1 3/5/19	Term 3, 2019 Exam Block Weeks 3 - 5
<i>Type of Task</i>		Test: Religion and Belief Systems in Australia post 1945	Research Essay: Islam	Trial HSC
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of course content	20	10	5	5
Source-based skills	10	5		5
Investigation and research	10		10	
Communication of information, ideas and issues in appropriate forms	10		5	5
Outcomes		H1,2,6,7,8,9	H4,5,6,7,8,9	H1-9
<i>Task Weighting</i>	<b>50</b>	<b>15</b>	<b>20</b>	<b>15</b>

### Studies of Religion I (1 Unit) – HSC Course Outcomes

#### A student:

- H1** Explains aspects of religion and belief systems
- H2** Describes and analyses the influence of religion and belief systems on individuals and society.
- H3** Examines the influence and expression of religion and belief systems in Australia
- H4** Describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** Evaluates the influence of religious traditions in the life of adherents
- H6** Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** Conducts effective research about Religion and evaluates the findings about 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 - 2 UNITS

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 4, 2018 Week 8 4/12/18	Term 1, 2019 Week 6 8/3/19	Term 2, 2019 Week 8 21/6/19	Term 3, 2019 Weeks 3 – 5
<b>Type of Task</b>		<b>Test: Religion and Belief Systems in Australia Post 1945</b>	<b>Source Analysis and Report: Buddhism</b>	<b>Research Essay: Religion and Peace</b>	<b>Trial HSC</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Knowledge and understanding of course content	<b>40%</b>	5%	10%	10%	15%
Source-based skills	<b>20%</b>	10%	5%		5%
Investigation and research	<b>20%</b>	5%	5%	10%	
Communication of information, ideas and issues in appropriate forms	<b>20%</b>		5%	5%	10%
Outcomes		H1, H2, H6, H7, H8, H9	H4, H5, H6, H7, H8, H9	H6, H7, H8, H9	H1, H2, H3, H6, H7
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>



## **Studies of Religion II (2 Unit) – HSC Course Outcomes**

### **A student:**

- H1** Explains aspects of religion and belief systems
- H2** Describes and analyses the influence of religion and belief systems on individuals and society.
- H3** Examines the influence and expression of religion and belief systems in Australia
- H4** Describes and analyses how aspects of religious traditions are expressed by their adherents
- H5** Evaluates the influence of religious traditions in the life of adherents
- H6** Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7** Conducts effective research about Religion and evaluates the findings about 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.

# VISUAL ARTS

## ASSESSMENT SCHEDULE

2019 HSC YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3	Task 4
<b>Date of Task</b>		Term 1, 2019 Week 3 13/2/19	Term 2, 2019 Week 8 21/6/19	Term 3, 2019 Week 2 31/7/19	Term 3, 2019 Weeks 3 - 5
<b>Type of Task</b>		<b>Practice: Body of Work - Proposal and Case Studies (Hand in)</b>	<b>Case Studies (8:15-8:30am in ARC)</b>	<b>Body of Work Completion (Hand in)</b>	<b>Trial HSC Exam</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>				
Art Making	50%	10%		40%	
Art Criticism and Art History	50%	15%	15%		20%
Outcomes		H1-10	H7-10	H1-6	H7-10
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>40%</b>	<b>20%</b>

### Visual Arts – Summary of Internal Assessment

<b>Internal Assessment</b>	<b>Weighting %</b>
<b>Artmaking</b> knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>artmaking as a practice</li> <li>conceptual framework</li> <li>frames</li> </ul> evident in the lead-up working diaries, works under development, in the body of work, and student explanations	50
<b>Art criticism and art history</b> knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>art criticism and art history as practices</li> <li>conceptual framework</li> <li>frames</li> </ul> evident in: <ul style="list-style-type: none"> <li>short answer responses and reports derived from critical and historical case studies applied to understanding of practice, the conceptual framework and frames</li> <li>class essays</li> <li>critical and contemporary reviews and reports in class</li> <li>research techniques suited to criticism and history in the investigation of particular cases</li> <li>research assignments</li> <li>research essays</li> <li>written and oral accounts of particular cases</li> </ul>	50
	<b>100 %</b>

## Visual Arts – HSC Course Outcomes

### A student:

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

# SECTION THREE

## Rules and Procedures for Examinations/Tests

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### Examination Dates and Times

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
  - If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
  - You must be at the examination/test location at least 10 minutes before the start of each examination/test.
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### Examination Attendance Rules

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Director of Teaching and Learning immediately.
  - If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.
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### Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.
- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- You may only use those calculator models that appear on the NESA list of approved calculators
- Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
- You are not permitted to borrow equipment during examinations/tests.
- Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

## **Examination/Test Room Procedures**

- You must sit at the desk designated by the Teacher-in-charge of the examination/test.
  - You must place your Identification card at the top right hand side of the desk. If necessary, a drivers licence or travel pass will be acceptable.
  - It is your responsibility to check question papers to make sure there are no pages missing.
  - Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.
  - During written examinations/tests, you must:
    - Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
    - Write your name on all writing booklets/pages.
    - Write with black or blue pen. Pencil may be used only where specifically directed.
    - Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
    - Stop writing immediately when told to do so by the teacher supervising.
    - Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
  - You must not:
    - Commence writing until instructed to do so by the teacher-in-charge.
    - Write your name on answer books or sheets.
    - Leave the examination/test room (except in an emergency) without permission.
    - Communicate with anyone other than the exam supervisor
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## **Conduct During the Examination/Test**

- You must follow the rules of the College at all times.
- You must follow the Teacher in charges' instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room
  - Remove any examination/test booklets, whether used or not, from the room. Question papers may only be removed with the permission of the Teacher in charge.

- If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Director of Teaching and Learning.
  - The penalty will be a zero mark for that examination/test.
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### **What to do if you miss an Examination Due to Illness or Misadventure**

- You must notify the College (ph: 9957 5000) if you are prevented from attending an examination/test because of illness or misadventure.
- At the first opportunity after the test/examination you must provide written and complete details of your illness or misadventure, and describe how it affected your performance in the examination/test.
- Provide **independent written evidence** which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. ***Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.***

In the case of **misadventure**, a Police Officer or a counsellor or another appropriate professional person should be approached for a written statement. Again, it should outline the nature and effects of your misadventure and its implications for your examination presentation.

***Completed documentation must be presented to the Director of Teaching and Learning on the morning of your return to school.***