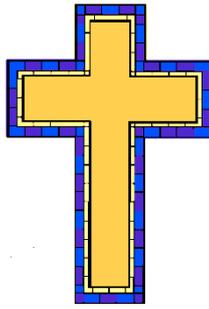




HSC Assessment Handbook YEAR 12 2017

***Russell Drysdale Street,
PO Box 4010, East Gosford, NSW 2250
Telephone (02) 4324 4022 Fax (02) 4323 3512
Email: sjcc@dbb.catholic.edu.au***



***Do your best
and
God will bless your efforts***



Saint Mary of the Cross MacKillop

22.11.1899

Table of Contents

	Page No.
STAFF DIRECTORY	4
LINES OF COMMUNICATION 2016	5
ASSESSMENT POLICY & PROCEDURES	6
ASSESSMENT PROGRAMS	15
ANCIENT HISTORY	17
BIOLOGY	18
BUSINESS STUDIES	19
CATHOLIC STUDIES	20
CHEMISTRY	21
COMMUNITY AND FAMILY STUDIES	22
DRAMA	23
ECONOMICS	24
ENGLISH ADVANCED	25
ENGLISH EXTENSION 1	26
ENGLISH EXTENSION 2	27
ENGLISH STANDARD	28
EXPLORING EARLY CHILDHOOD	29
FOOD TECHNOLOGY	30
GEOGRAPHY	31
HISTORY EXTENSION	32
HOSPITALITY (VET CURRICULUM FRAMEWORK)	33
INDUSTRIAL TECHNOLOGY TIMBER	34
JAPANESE CONTINUERS	35
LEGAL STUDIES	36
MATHEMATICS GENERAL 1	37
MATHEMATICS GENERAL 2	38
MATHEMATICS	39
MATHEMATICS EXTENSION 1	40
MATHEMATICS EXTENSION 2	41
MODERN HISTORY	42
MUSIC 1	43
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION	44
PHYSICS	45
RETAIL SERVICES (VET CURRICULUM FRAMEWORK)	46
SENIOR SCIENCE	47
SOCIETY & CULTURE	48
STUDIES OF RELIGION I	49
STUDIES OF RELIGION II	50
TEXTILES & DESIGN	51
VISUAL ARTS	52
ASSESSMENT HANDBOOK ACKNOWLEDGEMENT	54
ILLNESS / MISADVENTURE FORM	56
HSC ASSESSMENT TASK DISTRIBUTION GRID	58

Staff Directory

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Helen Love
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Kathy West
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Natalie O'Dell (Acting)
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 11 2016 – Year 12 2017	Mr Terry Grubba
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Mrs Sue Back
HSIE (Human Society & Its Environment) – Ancient History, Business Studies, Economics, Geography, History Extension, Legal Studies, Modern History, Society & Culture	Mrs Alexandra McArdle (Acting)
Mathematics	Mrs Ruth Hayes
Dance and PDHPE (Personal Development Health & Physical Education)	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies) – Exploring Early Childhood, Food Technology, Timber, Textiles & Design	Mrs Anne Evanson
Creative and Performing Arts – Drama, Music, Visual Arts	Mrs Sue Lockwood
LOTE (Languages Other Than English) – Japanese Continuers	Mrs Kathy West
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE –Retail Services and Hospitality	Mrs Chris Wilkinson
eLearning	Mrs Karen Powers
SPECIAL RESOURCE TEACHERS	
School Counsellor	Mrs Chris Hain
Librarians	Mrs Karen Powers Mrs Michelle Woloschyn
Careers Advisor	Mrs Chris Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
Open High School supervisor	Mrs Samantha Andersen

Lines of communication

This information is provided to you to facilitate communication between home and the college. Most issues at St Joseph's Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the table below details the lines for effective communication within the college.

**Please note that the college office/reception hours are:
8.00am – 4.00pm Monday to Friday**

ACADEMIC	STUDENT WELLBEING
<p style="text-align: center;">First</p> <p>Issues relating to specific subjects, learning and teaching, which include assignments & tests, homework, resources and equipment, are directed to the class teacher in the first instance.</p> <p style="text-align: center;">Next</p> <p>The relevant Leader of Learning.</p> <p style="text-align: center;">As well</p> <p>If it is a specific learning difficulty question you may wish to consult with the Leader of Learning Support and/or the teacher in charge of Disability Provisions.</p> <p style="text-align: center;">Or</p> <p>If it is a question specific to careers, TAFE, university entrance you may wish to consult the Careers Advisor (Mrs Chris Wilkinson).</p> <p style="text-align: center;">Then</p> <p>The Leader of Learning and Teaching (Mrs Kathy West), who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, BOSTES requirements, reporting etc.</p> <p style="text-align: center;">Then</p> <p>The Assistant Principal who works in conjunction with the Leader of Learning and Teaching on all areas of the college curriculum, learning and teaching.</p> <p style="text-align: center;">Then</p> <p>The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.</p>	<p style="text-align: center;">First</p> <p>Issues relating to student wellbeing, illness and notes, issues at home, uniform requirements, school planner, issues with public transport, student health, day to day arrangements are directed to your daughter's Pastoral Teacher in the first instance.</p> <p style="text-align: center;">Next</p> <p>The relevant Year Leader.</p> <p style="text-align: center;">As well</p> <p>At this stage you may wish to involve the College Counsellor.</p> <p style="text-align: center;">Then</p> <p>The Leader of Student Wellbeing who works with the Year Leaders, for issues in relation to student management, discipline issues, detentions, student progress, absences etc.</p> <p style="text-align: center;">Then</p> <p>The Assistant Principal who works in conjunction with the Leader of Student Wellbeing on all areas of student wellbeing.</p> <p style="text-align: center;">Then</p> <p>The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.</p>

Assessment policy and procedures

1.0 *St. Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by BOSTES, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.*

2.0 Notification of assessment tasks

Notification of assessment tasks will be communicated to students in writing **at least two weeks** prior to the due date.

NOTE: It is each student's responsibility to check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence.

3.0 Presenting assessment tasks

3.1 Prepared tasks

- Assessment tasks must be submitted **on the date and at the time** indicated on the notification sheet, and **only to the person designated** on the notification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).
- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching or the Assistant Principal. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching or the Assistant Principal. **No tasks will be accepted at student services/reception.**
- Assessment tasks submitted on a **usb** must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the usb to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's computers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally (e.g. email).
- Computer/technology/printing problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students are advised for their own protection to get a receipt or note in their planner when submitting an assessment task.
- **It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark. If this is proven, penalties (as outlined in Section 7) may be applied.**

3.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- **It is expected that students will be present the day before a task and from the start of the school day when test-style assessment tasks or examinations are scheduled, unless illness/misadventure applies. A student who is absent the day prior or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task. If this is proven, penalties (as outlined in Section 7) may be applied.**
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in Section 7) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed and will sign to acknowledge they are aware of the new date and time.



If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

3.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

4.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Students will be informed of their cumulative ranking at key points throughout the course. It should be noted that such rankings are **interim only** as later tasks generally have greater weightings than tasks completed earlier in the program and as a consequence, rankings may change. Final assessment marks WILL NOT be disclosed to students as per BOSTES policy. At the conclusion of the HSC examinations students can view their Assessment Rank Order Notice, showing their ranking in each course, via *Students Online* on the BOSTES website.

Considerable care is taken in marking HSC assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Edumate. Leaders of Learning match assessment tasks with syllabus weightings and monitor the recording of student marks. Student academic performance and cumulative ranking in each course is reported to parents twice during the HSC year. Student commitment to learning is reported to parents each term i.e. within the academic reports and as interim reports.

5.0 Non-presentation/attendance of an assessment task

A mark of zero will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. See below for details of the illness/misadventure process:

Identify the situation that applies to you, and then follow the steps down the column.

	Before the task is due	On the day the task is due: <i>unexpected illness</i>	On the day the task is due: <i>other unexpected events (misadventure)</i>
DEFINITION	You know in advance, * that you may not be able to sit for or submit an assessment task (funeral, work placement, representative sport etc): OR You know in advance, * that you know you will not have had fair preparation for a task (e.g. illness across an extended period):	Because of an unexpected illness, you are unable to attend school on the day that an assessment task is to be done or submitted:	Because of unexpected events/misadventure other than illness (e.g. family emergency) you are unable to do or submit a task on the due date:
THAT DAY	1. Notify the Leader of Learning and Teaching or Leader of Learning in writing of your commitment and the reason you will not be at school at least one week in advance 2. Bring appropriate documents (e.g. letter from parents/guardian) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Obtain an <i>Illness/Misadventure form</i> from student services at least one week prior to the assessment task.	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a Medical Certificate dated either: * on the date of the assessment task, or * before the task date, certifying that you were unfit to attend from the date of the visit to the date of the task. 3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a <i>letter</i> from parents or guardians, or other appropriate documents (e.g. police incident number) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school.

	<p>4. Fill out the entire student section of the form clearly explaining the reason the task cannot be completed on time. Attach documents in support of your appeal and clearly state what you are asking for (e.g. applying for a late submission/completion of a task). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>4. Fill out the entire student section of the form, attach medical documents and clearly state what you are asking for (e.g. to complete the task on Tuesday 15th June). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>4. Fill out the entire student section of the form, attach documents and clearly state what you are asking for (e.g. complete the task on Tuesday 15th June). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>
	<p>Any student who does not submit/attend a task on the due date at the specified time receives a mark of zero until a valid reason has been provided and the Illness/Misadventure appeal has been approved. Students have <u>one week</u> from the due date of the assessment task to lodge an Illness/Misadventure form.</p>		
NEXT	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>

Every attempt must be made to submit/attend the task on the due date. Parents/students can bring hand-in tasks to the Leader of Learning, Leader of Learning and Teaching or Assistant Principal if the student is ill on the day it is due.

6.0 Student responsibilities

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

As schools are instructed **not** to make allowances for a student's poor performance due to illness or misadventure, **students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances.** This means **the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.** They should complete an Illness/Misadventure form at the earliest opportunity.

In the case of a task for submission a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning or Leader of Learning and Teaching.

A student returning to school after any absence must see the Leader of Learning and Teaching immediately upon their return to school and then contact the Leader of Learning to make arrangements for:

- completion of the same task at an alternate time, *or*
- completion of an alternate task of similar nature, *or*
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Leader of Learning and Teaching and approved by the college Principal.

A student must be prepared to sit for the assessment task, or an alternate task, on the day of their return to school. Return to school when you are best ready to perform well on such tasks.



A student who does not comply with the procedures detailed in sections 5.0 and 6.0, especially the need to contact the Leader of Learning or Leader of Learning and Teaching, may be viewed as attempting to gain an unfair advantage in time and/or knowledge of task, and this may result in the award of a zero mark for that task.

7.0 Penalties

Penalties include the award of a zero mark which can be awarded in two instances: non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.

7.1 Non-presentation

If a task is not attended/submitted by the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Leader of Learning and Teaching, following the appropriate procedure outlined in section 5.0, the Assessment Panel will determine that the student be awarded **a zero mark** for that task. Parents will be notified through an official non-completion of course warning letter ('N-warning'). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

7.2 Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task notification), parent, tutor or other.

Any work suspected of not being original will be subjected to further investigation by the Assessment Panel. If proved to be not original work, a zero mark will be awarded. **All students involved, whether borrowers or lenders of work, are subject to a zero mark** and parents will be notified in writing.

Any attempt to gain an unfair advantage over other students in terms of extra time (**e.g. taking time off school, being absent the day before a task or arriving late at school on the day**), additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures (e.g. mobile phone use in exam room) or such, may result in the award of a zero mark with parents being notified.

If a student's assessment task effort is deemed by the class teacher and Leader of Learning to be non-serious, the matter will be referred to the Leader of Learning and Teaching. If confirmed, **a zero mark** may be awarded and parents will be notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

Note that if a section of an examination/assessment task is omitted/plagiarised it will be deemed a non-attempt and contribute its weighting to the overall non-completion of percentage of assessment tasks as per BOSTES policy. When a student fails to complete assessment tasks totally 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily. Students and parents are notified in writing when this rule is in danger of being breached (see Section 7.3).

7.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the warning notice is placed in the student's file.

8.0 Satisfactory progression

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has made a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course and has:

- (a) followed the course developed or endorsed by the BOSTES; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes

8.1 Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

Progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of:

- **failure to fulfil course completion criteria e.g. significant omission of experiences that are integral requirements of the syllabus – practical work, field work, assignments etc.**
- **failure to make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course.**

8.2 Notification

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

8.3 Consequences

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an 'N' (unsatisfactory) determination will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the 'N' determination to BOSTES.

Where an N-determination is applied:

- in a 1 or 2 unit course, that course will not contribute to the required pattern of study;
- in the common component of related courses (e.g. 2 unit Mathematics for a student enrolled in Extension 1), that course and the related additional course will not contribute in that year to the required pattern of study;
- in the Extension 2 additional course, that course only will not contribute in that year.

9.0 Student reviews/appeals

Students have the right to seek a review of the administration of their assessment mark. A student considering a review request should see the Leader of learning and Teaching, who will inform her of the exact procedure to be followed.

The assessment review will be conducted by a panel consisting of the Principal, the Leader of Learning and Teaching, the Leader of Learning and class teacher. In conducting a review, BOSTES requires the panel to determine whether:

- a) the weightings specified by the school in its assessment program conform with the BOSTES requirements as detailed in the syllabus packages
- b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program
- c) there are no computational or other clerical errors in the determination of the assessment mark

Provided that the panel is satisfied that these conditions have been met, no change will be made to the assessment mark. If a student is dissatisfied with the result of the review, she may appeal to the BOSTES (check BOSTES website for closing date). The only grounds for such appeals will be to judge whether the procedures followed by the school complied with BOSTES policy and whether the school review was conducted appropriately.

10.0 Student transfers

For Year 12 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

11.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Leader of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions (Mrs Simpson) generally before the commencement of the first assessment task of the HSC program.

Once formal notification of disability provisions has been received from BOSTES, the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

Certification of HSC major works

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Dance; Drama; English Extension 2; Industrial Technology; Music 1; Society and Culture; Textiles and Design; and Visual Arts.

Important WH&S considerations regarding major works

In relation to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should:

- recognise and reflect relevant State and National legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons.

For further details regarding exclusions – refer to BOSTES ACE website - <http://ace.bos.nsw.edu.au/ace-9016> . **NB: Any HSC project that might be considered dangerous to health or safety may not be marked.**

Students should discuss with their class teacher the suitability of their major work and if unsure of the suitability of all or any part of their major work should consult their teacher immediately.

Before commencement

Students are not permitted to commence the major work until students have:

- received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- been informed of the WH&S guidelines regarding major works
- read the BOSTES *2017 Higher School Certificate Rules and Procedures*
- submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work
- received consent for the project to commence from the classroom teacher

During development

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

Submission and certification

The submission dates for completion and submission to school for major work projects are determined by BOSTES and are published on the BOSTES website.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work and that they have not worked on it after the published due time and date. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to BOSTES. The BOSTES will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

Assessment programs

Each course offered at St Joseph's Catholic College has its own assessment schedule which meets BOSTES' requirements and accords with the college policy contained within this booklet. As the objectives set out in the BOSTES syllabi vary from course to course, so too, will the nature and number of assessment tasks.

The following pages set out in overview the assessment programs and schedules for individual courses.

1.1 Board endorsed courses

All assessment policies and procedures outlined in this handbook apply to the Board endorsed courses offered within the college.

The assessment policies for TAFE courses are determined, published and administered by the individual colleges of TAFE.

As dual-accredited vocational education courses (VET), the industry frameworks – Hospitality, Business Services and Retail Services courses have ongoing assessment carried out within both the classroom and the workplace. A record of student achievement is maintained in a Student Log that is signed by the teacher or workplace assessor. An HSC assessment mark is not provided in the same mode as board developed and other board endorsed courses.

1.2 Pathways students

Accumulating and accelerating students are subject to all procedures outlined in this policy statement. Special arrangements will be made for students in consultation between the student, Leader of Learning, Leader of Learning and Teaching, and Assistant Principal.

1.3 Scheduling assessment tasks

Every attempt has been made to provide an even spread of assessment tasks across the available weeks of the school year. The special requirements of some programs, however, mean that there will be unavoidable 'peak hour traffic' times for assessments.

The need for an 'assessment free' zone prior to examination periods has been recognised and tasks are not scheduled at such times. Exceptions occur when the scheduling of the task at an earlier time would in fact increase the pressure of work on the students concerned.

It is essential that students carefully organise their time to ensure that they are able to perform each task to the best of their ability. Students are encouraged to write their assessment tasks on calendars and place these above their work spaces at home.

October 2016

YEAR 12

ASSESSMENT

SCHEDULES

2016 – 2017

Category key:

BDC – Board Developed Course (BDCs are examined at the HSC)

CEC – Content Endorsed Course (CECs are not examined at the HSC)

ANCIENT HISTORY

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A student:
H1.1	describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context
H2.1	explains historical factors and assess their significance in contributing to change and continuity in the ancient world
H3.1	locates, selects and organises relevant information from a variety of sources
H3.2	discusses relevant problems of sources for reconstructing the past
H3.3	analyses and evaluates sources for their usefulness and reliability
H3.4	explains and evaluates differing perspectives and interpretations of the past
H3.5	analyses issues relating to ownership and custodianship of the past
H3.6	plans and presents the findings of historical investigations, analysing and synthesising information from a range of sources
H4.1	uses historical terms and concepts appropriately
H4.2	communicates knowledge and understanding of historical features and issues using appropriate oral and written forms

COMPONENT

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASK

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W8	H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	Core topic: Cities of Vesuvius Source analysis A		10		5	15
T1/W3	H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	Core topic: Cities of Vesuvius Source analysis B		10		5	15
T1/W9-10	H1.1, H2.1, H3.2, H3.4, H4.1, H4.2	Half-yearly examination	15				15
T2/W6	H1.1, H2.1, H3.1, H3.3, H3.6, H4.2	Historical periods: extended response			20	10	30
T3/W3-4	H1.1, H2.1, H3.2, H3.4, H4.1, H4.2	Trial HSC examination	25				25
		TOTAL	40	20	20	20	100

BIOLOGY

Course: HSC
Category: BDC
Assessment period: 2016-2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| <p>A Knowledge & understanding of:</p> <ul style="list-style-type: none"> • the history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology • cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution | 40 |
| <p>B Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources</p> | 30 |
| <p>C Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams</p> | 30 |

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4 / W9	H11, H13, H14	First hand investigation (Core 1)	5	15	5	25
T1/W9-10	H1, H4, H7, H9, H10, H13, H14	Half-yearly examination (Core 1 & 2)	10		5	15
T2 / W9	H6, H8, H11, H12, H13, H14, H15	Secondary research task (Core 3)	5	15	5	25
T3/ W3-4	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H13, H14	Trial HSC examination	20		15	35
		TOTAL	40	30	30	100

BUSINESS STUDIES

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	H4, H5, H7, H9	Operations short answer responses	5		10		15
T1/W5	H4, H7, H8, H9	Marketing report	5	5	5	5	20
T1/W9-10	H2, H3, H5, H6, H9	Half-yearly examination	10	5		5	20
T2/W9	H6, H8, H9, H10	Financial analysis and report	5	5	5	5	20
T3/W3-4	H1, H2, H3, H4, H5, H10	Trial HSC examination	15	5		5	25
		TOTAL	40	20	20	20	100

CATHOLIC STUDIES

Course: HSC
Category: CEC (non-ATAR)
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	<i>A student:</i>
6.1a	identifies and explains how God is revealed through history and culture
6.1b	explains the impact belief in eternal life has on the ways Catholics perceive and interact with the world
6.3a	researches and explains how the Church works through a range of ministries
6.3b	interprets the role of the Church in guiding its members' responses to moral and social issues
6.4a	demonstrates the relationship between the sacramental life and the Church's missionary activity
6.4b	defines the nature of both spirituality and religion and suggests how the Catholic heritage contributes to personal spirituality and identity
6.5b	investigates the manner in which the Scriptures are able to nurture prayer, reflection, ritual and action

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	30
B	Skills	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	6.1.a, 6.1.b, 6.3.a, 6.4a	The Church in the World Research presentation	9	6	15
T2/W4	6.1b, 6.3b, 6.4a, 6.5b	Catholic approach to suffering and death/Catholic ethical teaching Hand-in task	9	6	15
T3/W3-4	6.3b, 6.4a, 6.4b, 6.5b	Catholic ethical teaching/Life, work and love as a Catholic stimulus response Trial HSC examination	12	8	20
		TOTAL	30	20	50

CHEMISTRY

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

- | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| A | Knowledge & understanding of: | 40 |
| | <ul style="list-style-type: none"> • the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry • atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry | 30 |
| B | Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources | 30 |
| C | Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams | 30 |

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W8	H1-H15	Research report	10	5	5	20
T1/W9-10	H1-H15	Half-yearly examination	10	5	5	20
T2/W7	H2, H6-15	Practical and research task	5	15	10	30
T3/W3-4	H1-H15	Trial HSC examination	15	5	10	30
		TOTAL	40	30	30	100

COMMUNITY AND FAMILY STUDIES

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A student :
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the socio-cultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how empowering women & men influences the way they function in society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

COMPONENTS

WEIGHTINGS

A	Knowledge & understanding of impacts on wellbeing	40
B	Skills in applying management processes to meet the needs of individuals, groups, families and communities, and in planning to take responsible action to promote wellbeing	25
C	Knowledge & skills in the understanding of research methodology	35

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W3	H4.1, H4.2	Independent Research Project Phase 1			5	20
T4/W9		Independent Research Project Phase 2			15	
T1/W9-10	H1.1, H3.1, H3.3	Half-yearly examination	10	10		20
T2/W6	H2.1, H2.2, H2.3, H5.1, H5.2	Media analysis	10	5	5	20
T3/W1	H3.4, H4.2	Written report Presentation	10	5	5	20
T3/W3-4	H3.2, H6.1, H6.2	Trial HSC examination	10	5	5	20
		TOTAL	40	25	35	100

DRAMA

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A 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
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage and audience
H2.3	demonstrates directorial skills for theatre and other media
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

COMPONENTS

WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically studying	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Components			Weight
			A	B	C	
T4/W9	H1.1, H1.2, H1.3, H3.1, H3.2	Directorial performance/essay	10		5	15
T1/W9-10	H1.1, H1.5 H3.2, H3.3, H3.1	Half-yearly examination: essays (written examination) and performance-class workshop activity (practical examination)	10		15	25
T2/W6	H3.1, H1.4, H1.6, H2.2, H2.3	Individual project/log progress	5	5		10
T2/W10	H3.1, H1.4, H1.6, H2.2, H2.3	Group project/log progress	5	5		10
T3/W3-4	H1.3, H1.5, H1.7, H2.1, H1.4, H3.1, H2.2, H3.2	Trial HSC examination: essays (written examination) and group & individual performance examination- including logbook (practical examination)	10	20	10	40
		TOTAL	40	30	30	100

ECONOMICS

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas & issues in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	H1, H3, H4, H7, H9, H10, H11	Case study 1 Research Report Hand in	5		5		10
T1 /W6	H1, H3, H4, H7, H9, H10, H11	Research and related in-class. 2 x short extended response questions Topic 2	5		5	5	15
T1/W9-10	H1, H2 ,H3, H4, H5, H6, H7, H10, H11	Half-yearly examination Topics 1 and 2	5	10		5	20
T2 /W7	H1, H2, H4, H5, H6, H7, H8, H9 H10, H12	Research and related in-class short-answer questions Topic 3	10		10	5	25
T3 /W 3-4	H1, H2 ,H3, H4, H5, H6, H7, H8, H10, H11	Trial HSC examination Topics 1, 2, 3 and 4	15	10		5	30
		TOTAL	40	20	20	20	100

ENGLISH ADVANCED

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

	WEIGHTINGS
Area of Study (AOS)	40
Module A	20
Module B	20
Module C	20

MODES

	WEIGHTINGS
A Listening	15
B Speaking	15
C Reading	25
D Writing	30
E Viewing/representing	15

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Mode					Weight
			A	B	C	D	E	
T4/W9	H4, H8, H10, H12, H12A, H13	AOS (25%) Discovery: <i>The Tempest</i> Oral and reflection		15	5	5		25
T1/W9-10	H1, H2, H3 H4, H6, H8	Module C (15%) Representation & text: <i>The Crucible</i> Extended response Half-yearly examination			5	10		15
T2/W6	H1, H4, H5, H9, H11, H12	Module A (15%) Comparative texts: <i>The Great Gatsby</i> and EBB					15	15
T3/W1	H1, H2, H2, H5 H6, H7	Module B (15%) Critical Study: <i>Speeches</i> Listening.	15					15
T3/W3-4	H1- H11	Trial HSC examination (AOS 15%; Modules A, B, C 5% each =15%)			15	15		30
		TOTAL	15	15	25	30	15	100

ENGLISH EXTENSION 1

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	25
B	Skills in: complex analysis sustained composition independent investigation	25

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Components		Weight
			A	B	
T1/W9-10	H1, H2, H3	Extended response Half-yearly examination	10	10	20
T2/W9	H1,H2, H4	Presentation	5	10	15
T3/W3-4	H1, H2, H3, H4	Trial HSC examination	10	5	15
		TOTAL	25	25	50

ENGLISH EXTENSION 2

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	<i>A student:</i>
H1	develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation
H2	reflects on and documents her own process of composition

COMPONENTS

WEIGHTINGS

A	Skills in extensive independent investigation	25
B	Skills in sustained composition	25

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	H1, H2	Viva voce addressing the proposal for the major work	5	5	10
T1/W7	H1, H2	Report – the impact of independent investigation on the development of the major work	10	5	15
T2/W9	H1, H2	Draft version of the major work and reflection on progress to date	10	15	25
		TOTAL	25	25	50

ENGLISH STANDARD

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

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

COMPONENTS	WEIGHTINGS
Area of Study (AOS)	40
Module A	20
Module B	20
Module C	20

MODES	WEIGHTINGS
A Listening	15
B Speaking	15
C Reading	25
D Writing	30
E Viewing/Representing	15

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Modes					Weight
			A	B	C	D	E	
T4/W9	H1,H2,H7, H8,H11,H12 H13	AOS (25%) Discovery: <i>Away</i> . Reflection and oral		15	5	5		25
T1/W9-10	H1, H4, H3, H7, H8, H10, H11	Module B (15%) Close study: <i>The Curious Incident of the Dog in the Night Time</i> Extended response Half-yearly examination			5	10		15
T2/W6	H1, H3 H5, H7, H8 H9, H10	Module A (15%) Distinctively visual: <i>Run Lola Run</i> Viewing/representing					15	15
T3/W1	H1, H3, H5, H6, H7, H8, H9, H10	Module C (15%) Exploring transitions: <i>The Simple Gift</i> Listening task	15					15
T3/W3-4	H1-H11	Trial HSC examination (AOS 15%; Modules A, B, C 5% each = 15%)			15	15		30
		TOTAL	15	15	25	30	15	100

EXPLORING EARLY CHILDHOOD

Course: HSC
Category: CEC (non-ATAR)
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A student:
H1.1	analyses prenatal issues that have an impact on development
H1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
H1.3	examines the nature in different periods in childhood – infant, toddler, preschool and the early years
H1.4	analyses the ways in which family, community and culture influence the growth and development when a child has special needs.
H1.5	examines implications for growth and development when a child has special needs
H2.1	analyses issues relating to the appropriateness of a range of services for families
H2.2	critically examines factors that influence the social world of young children
H2.3	explains the importance of diversity as a positive issue for children & their families
H2.4	analyses the role of a range of environmental factors that Have an impact on the lives of young children
H2.5	examines strategies that promote safe environments
H3.1	evaluates strategies that encourage positive behaviour in young children
H4.1	demonstrates appropriate communication skills with children/adults
H4.2	interacts appropriately with children & adults from a wide range of cultural backgrounds
H4.3	demonstrates appropriate strategies to resolve group conflict
H5.1	analyses and compares information from a variety of sources to develop an understanding of growth and development
H6.1	demonstrates an understanding of decision making process
H6.2	critically examines all issues including beliefs and values that may influence interactions with others

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	50
B	Skills	50

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	2.4, 2.5, 6.1, 4.3	Child health and safety Computer generated power point presentation	5	5	10
	1.2, 1.3, 1.4, 4.1	Children's literature Book review and observation	5	5	10
T1/W7	1.4, 2.1, 2.2, 2.4, 6.1	Young children and media Research and analysis	5	5	10
	1.4, 2.2, 2.3, 4.2, 6.2	Historical and cultural contexts of childhood Interview and report	5	10	15
T1/W9-10	1.2, 1.3, 2.4, 2.5, 3.1, 6.1	Health and safety, literature, media Half-yearly examination	15		15
T2/W7	1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 5.1, 6.2	Young children with special needs Set of teaching aids	10	10	20
T3/W3-4	1.3, 1.4, 1.5, 6.1, 6.2	Special needs/food and nutrition Trial HSC examination	5	15	20
		TOTAL	50	50	100

FOOD TECHNOLOGY

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	A student:
H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian Food Industry
H1.3	justifies processes of food product development and manufacture in terms of market. Technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian Food Industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety.
H5.1	develops, realises and evaluates solutions for a range of food situations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of food technology	20
B	Skills in researching, analysing and communicating food issues	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30
D	Skills in designing, implementing and evaluating solutions to food situations	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	H1.2,H3.1	Australian Food Industry depth study		15			15
T1/W7	H1.1, H4.2	Manufacturing case study			15	5	20
T1/W9-10	H1.1,H1.2, H1.4	Half-yearly examination	10			5	15
T2/W9	H1.3,H4.1	Food product development			15	10	25
T3/W3-4	H1.1,H1.2, H1.3,H1.4, H2.1,H3.2, H4.2,H5.1	Trial HSC examination	10	15			25
		TOTAL	20	30	30	20	100

GEOGRAPHY

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	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 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.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W9	H2, H5, H6, H7, H8, H9, H10, H13	Ecosystems research assignment	10		5	10	25
T1/W6	H1, H3, H13	Urban places essay				10	10
T1/W9-10	H1, H2, H6, H9, H10, H11, H12	Half-yearly examination	10	10			20
T2/W9	H5, H3, H6, H13	Fieldwork task	5		15		20
T3/W3-4	H1, H2, H3, H4, H5, H6, H9, H11, H12, H13	Trial HSC examination	15	10			25
		TOTAL	40	20	20	20	100

HISTORY EXTENSION

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of significant historiographical ideas and processes	10
B	Skills in designing, undertaking and communicating historical inquiry - the History Project	40

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T1/W9-10	E1.1, E2.2, E2.3	Half-yearly examination	5		5
T2/W8	E2.1, E2.2, E2.3	The Project		40	40
T3/W3-4	E1.1, E2.2, E2.3	Trial HSC examination	5		5
		TOTAL	10	40	50

HOSPITALITY (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B – BDC
Assessment period: 2016-2017

	Unit Code	Unit of Competency	HSC hours
Mandatory	SITXFSA101	Use hygienic practices for food safety	10
	SITXWHS101	Participate in safe work practices	15
	BSBWOR203B	Work effectively with others	15
	SITHIND201	Source and use information on the hospitality industry	20
Kitchen operations and cookery stream	SITHCCC101	Use food preparation equipment	20
	SITHCCC201	Produce dishes using basic methods of cookery	40
	SITHKOP101	Clean kitchen premises & equipment	10
	SITXFSA201	Participate in safe food handling practices	15
HSC elective	SITHCCC102	Prepare simple dishes	20
	SITHCCC103	Prepare sandwiches	10
	SITHCCC202	Produce appetisers and salads	25
	HLTAID003	Provide first aid	20
	SITXINV202	Maintain the quality of perishable items	5
	SITHFAB204	Prepare and serve espresso coffee	15

Compulsory 70 hours work placement (over the 2 years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and weighted exam assessment marks are used to give an HSC **estimated examination mark**.
- The **HSC examines the two year course**. Each unit is assessed at the completion of the unit
- On successful completion of competencies and work placement, students will gain a Statement of attainment towards Certificate II in Kitchen Operations SIT20312. Students are required to complete task (portfolio task for SITHCCC207 Use cookery skills effectively to gain Certificate II in Kitchen Operations SIT20312).

Term / Week	Task Description	Weights	Unit of Competency
2016 T2/W2	Task – written/practical	N/A	SITHCCC101 Use food preparation equipment
2016 T2/ W6	Half-yearly examination	N/A	SITXFSA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITXFSA201 Participate in safe food handling practices
2016 T3/W3	Work placement 1	N/A	Compulsory 35 hours
2016 T3/W7	Task – written/practical	N/A	SITHCCC102 Prepare simple dishes SITHKOP101 Clean kitchen premises & equipment
2016 T3/ W9-10	Yearly examination	N/A	All mandatory, Kitchen Operations and Cookery stream and elective units of competency covered so far
2016 T3/W10	Task – written practical (External)	N/A	HLTAID003 Provide first aid
2016 T4/W 8 2016 T4/W 9	Task – practical written	N/A	BSBWOR203B Work effectively with others SITHCCC202 Produce appetisers and salads SITHCCC103 Prepare sandwiches
2017 T1/W4	Task – written/practical	N/A	SITHCCC201 Produce dishes using basic methods of cookery SITXINV202 Maintain the quality of perishable items
2017 T1/W5	Work placement 2	N/A	Compulsory 35 hours or RPL (subject to approval)
2017T1/W9-10	Half-yearly examination	50	All mandatory units of competency & associated units of competency Kitchen Operations and Cookery stream covered so far
2017 T2/W9-10	Task – written	N/A	SITHIND201 Source and use information on the hospitality industry
2017 T2 (TBA) Day 8-full day	Task – written/practical (External)	N/A	SITHFAB204 Prepare and serve espresso coffee
2017 T3/W4-5	Trial HSC examination (written examination)	50	All mandatory units of competency and associated units of competency – Kitchen Operations and Cookery stream
2017 T3/W9	Task – Portfolio of service periods	N/A	SITHCCC207 Use cookery skills effectively NB: Required for SIT20312 Certificate 11 in Kitchen Operations
	TOTAL	100	

NOTE: Every practical task is an assessable item towards competency. All students must be present on allocated practical days. If a student is away, it is her responsibility to collect ingredients and required paperwork on returning to school. *Students must supply own food if not collected shortly after practical lesson due to health reasons.* Submit photographic evidence of the completed practical on signed documentation within 2 weeks of the original practical lesson. Students must be included in the photographs wearing full hospitality uniform. *Theory work is associated with every practical task and must be completed by the set date in class in order to achieve full competency.*

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Course: HSC
 Category: BDC
 Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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	is skilled in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies design principles effectively through the production of projects
H4.1	demonstrates competence in practical skills appropriate to the major project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	selects 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	evaluates 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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the focus area industry	40
B	Knowledge, skills and understanding through the design and production of a quality major project	60

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	H5.1,H5.2, H7.1, H2.1, H3.3	Development and submission of major project ideas		20	20
T1/W7	H1.1, H1.2	Industry report	5	10	15
T1/W9-10	H1.1,H1.2, H5.1, H5.2, H7.1	Half-yearly examination	15		15
T3/W1	H1.1,H1.2,H3.2, H4.1, H4.2, H5.1, H6.2	Folio progress mark		20	20
T3/W3-4	H1.1,H1.2, H1.3,H3.1, H4.3, H6.1, H7.1, H7.2	Trial HSC examination	20	10	30
		TOTAL	40	60	100

JAPANESE CONTINUERS

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENT

WEIGHTINGS

A	Speaking	20
B	Listening and Responding	25
C	Reading and Responding	40
D	Writing in Japanese	15

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	Speaking Reading & Responding B	10		10		20
T1/W9-10	1.1, 1.2, 1.3, 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Half-yearly examination: Listening & Responding Reading & Responding A Writing		10	15	5	30
T2/W8	1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	10				10
T3/W3-4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Trial HSC examination: Listening & Responding Reading and Responding A Reading and Responding B Writing		15	10 (A) 5 (B)	10	40
		TOTAL	20	25	40	15	100

LEGAL STUDIES

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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 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 relationship 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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	60
B	Inquiry and research	20
C	Communication of Legal Studies information, issues and ideas in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Components			Weight
			A	B	C	
T4/W9	H1, H2, H4, H5, H6, H7, H8, H9	Crime: case study/media file crime essay	5	5	5	15
T1/W7	H3, H4, H5, H6, H7, H8, H9, H10	Human rights: presentation of a contemporary issue. In-class essay	5	5	10	20
T1/W9-10	H1, H2, H3, H4, H5, H6, H7, H9, H10	Half-yearly examination	20			20
T2/W9	H2, H3, H4, H5, H6, H7, H8, H9, H10	Focus study 1: Family. Media file and related written task	5	10	5	20
T3/W3-4	H1, H2, H3, H4, H5, H6, H7, H9, H10	Trial HSC examination	25			25
		TOTAL	60	20	20	100

MATHEMATICS GENERAL 1

Course: HSC
Category: CEC (non-ATAR)
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A student:
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2	represents information in symbolic, graphical and tabular form
MGP-3	represents the relationships between changing quantities in algebraic and graphical form
MGP-4	performs calculations in relation to two-dimensional and three-dimensional figures
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6	models financial situations relevant to the student's current life using appropriate tools
MGP-7	determines an appropriate form of organisation and representation of collected data
MGP-8	performs simple calculations in relation to the likelihood of familiar events
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10	justifies a response to a given problem using appropriate mathematical terminology
MG1H-1	uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
MG1H-2	analyses representations of data in order to make predictions
MG1H-3	makes predictions about everyday situations based on simple
MG1H-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MG1H-5	interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
MG1H-6	makes informed decisions about financial situations likely to be encountered post-school
MG1H-7	develops and carries out simple statistical processes to answer questions posed
MG1H-8	solves problems involving uncertainty using basic counting techniques
MG1H-9	chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
MG1H-10	uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others.

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice
- Up to 30% of the assessment of the Mathematics General 1 HSC course may be based on the Preliminary Mathematics General Course

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	MG1H-1, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-9, MG1H-10	Topic test	12	12	24
T1/W9-10	MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-7, MG1H-8, MG1H-9, MG1H-10	Half-yearly examination	13	13	26
T2/W7	MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-8, MG1H-9, MG1H-10	Topic test	12	12	24
T3/W5	MG1H-1, MG1H-2, MG1H-3, MG1H-5, MG1H-7, MG1H-9, MG1H-10	Trial HSC examination	13	13	26
		TOTAL	50	50	100

MATHEMATICS GENERAL 2

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	A student:
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2	represents information in symbolic, graphical and tabular form
MGP-3	represents the relationships between changing quantities in algebraic and graphical form
MGP-4	performs calculations in relation to two-dimensional and three-dimensional figures
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6	models financial situations relevant to the student's current life using appropriate tools
MGP-7	determines an appropriate form of organisation and representation of collected data
MGP-8	performs simple calculations in relation to the likelihood of familiar events
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10	justifies a response to a given problem using appropriate mathematical terminology
MG2H-1	uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MG2H-2	analyses representations of data in order to make inferences, predictions and conclusions
MG2H-3	makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MG2H-4	analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
MG2H-5	interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
MG2H-6	makes informed decisions about financial situations, including annuities and loan repayments
MG2H-7	answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
MG2H-8	solves problems involving counting techniques, multistage events and expectation
MG2H-9	chooses and uses appropriate technology to locate and organise information from a range of contexts
MG2H-10	uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice
- Up to 30% of the assessment of the Mathematics General 2 HSC course may be based on the Preliminary Mathematics General Course

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	MG2H-1, MG2H-3, MG2H-4, MG2H-5, MG2H-9, MG2H-10	Topic test	7	7	14
T1/W9-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-7, MG2H-8, MG2H-9, MG2H-10	Half-yearly examination	15	15	30
T2/W7	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	Topic test	10	10	20
T3/W3-4	MGP1-10 and all HSC outcomes	Trial HSC examination	18	18	36
		TOTAL	50	50	100

MATHEMATICS

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

A Concepts, skills and techniques
 B Reasoning and communication

WEIGHTINGS

50
 50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Up to 20% of the assessment of the Mathematics HSC course may be based on the Preliminary Mathematics course.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	H1,H2, H4, H5, H7, H9	Topic test	7	7	14
T1/W9-10	H1-H9 and P1-P8	Half-yearly examination	15	15	30
T2/W7	H1,H2, H4, H5, H6, H7, H8, H9	Topic test	10	10	20
T3/W3-4	H1 - H9 and P1-P8	Trial HSC examination	18	18	36
		TOTAL	50	50	100

MATHEMATICS EXTENSION 1

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	A student:
PE1	appreciates the role of mathematics in the solution of practical problems
PE2	uses multi-step deductive reasoning in a variety of contexts
PE3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4	uses the parametric representation together with differentiations to identify geometric properties of parabolas
PE5	determines derivatives which require the application of more than one rule of differentiation
PE6	makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations
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
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

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Up to 20% of the assessment of the Mathematics Extension 1 HSC course may be based on the Mathematics Extension 1 Preliminary course.
- The Preliminary Mathematics Extension 1 and Mathematics courses are assumed knowledge for all assessment tasks.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	HE1, HE2, HE6, HE7	Topic test	3.5	3.5	7
T1/W9-10	PE1-PE6, HE1, HE2, HE4, HE6, HE7 H1 - H9 and P1-P8	Half-yearly examination	7.5	7.5	15
T2/W8	HE1, HE3, HE5, HE7	Topic test	5	5	10
T3/W3-4	PE1-PE6, HE1-HE7 H1 - H9 and P1-P8	Trial HSC examination	9	9	18
		TOTAL	25	25	50

MATHEMATICS EXTENSION 2

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- All Preliminary and HSC content in Mathematics and Mathematics Extension 1 is assumed knowledge for the Mathematics Extension 2 course

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	E1, E2, E3, E6, E9	Topic test	7	7	14
T1/W9-10	E1, E2, E3, E4, E6, E8, E9	Half-yearly examination	15	15	30
T2/W8	E1, E2, E3, E4, E7, E8, E9	Topic test	10	10	20
T3/W3-4	E1, E2, E3, E4, E5, E6, E7, E8, E9	Trial HSC examination	18	18	36
		TOTAL	50	50	100

MODERN HISTORY

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	A student:
H1.1	describes the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2	analyses and evaluates the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1	explains forces and ideas and assesses their significance in contributing to change and continuity during the twentieth century
H3.1	asks relevant historical questions
H3.2	locates, selects and organises relevant information from different types of sources
H3.3	analyses and evaluates sources for their usefulness and reliability
H3.4	explains and evaluates differing perspectives and interpretations of the past
H3.5	plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
H4.1	uses historical terms and concepts appropriately
H4.2	communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W8	H1.1, H1.2, H3.3, H3.4	Core topic: source study		20			20
T1/W6	H1.1, H1.2, H2.1, H3.1, H3.2, H3.4, H3.5, H4.1, H4.2	National study: research and presentation essay			10	10	20
T1/W9-10	H1.1, H1.2, H3.2, H4.1,	Half-yearly examination	15				15
T2/W6	H1.1, H1.2, H2.1, H3.2, H3.4, H3.5, H4.1, H4.2	Personality of the twentieth century: Research and in-class response questions			10	10	20
T3/W3-4	H1.1, H1.2, H3.2, H4.1	Trial HSC examination	25				25
		TOTAL	40	20	20	20	100

MUSIC 1

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
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, & discusses the use & effects of technology in music

COMPONENTS

WEIGHTINGS

A	Performance Core	10
B	Musicology Core	10
C	Composition Core	10
D	Aural Core	25
E	Electives (Performance, Composition or Musicology)	45

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
T4/W9	H1, H2, H3, H4, H5, H6, H7, H8	Core Composition Core Performance	5		10			15
T1/W9-10	H1, H2, H3, H4 H5, H6, H7, H8	Half-yearly examination: Aural examination and elective submission (perform piece OR submit composition and composition portfolio OR complete a viva voce and submit musicology portfolio) for one elective				10	10	20
T2/W7	H1, H2, H3, H4 H5, H6, H7, H8	Core Musicology Elective submission (perform piece OR submit composition and composition portfolio OR complete a viva voce and submit Musicology portfolio) for two electives		10			20	30
T3/W3-4	H1, H2, H3, H4 H5, H6, H7, H8	Trial HSC examination: Aural examination/Core Performance Elective submission (perform piece OR submit composition and composition portfolio OR complete a viva voce and submit Musicology portfolio) for three electives.	5			15	15	35
		TOTAL	10	10	10	25	45	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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 sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14	argues the benefits of health-promoting actions and choices that promote social justice
H15	critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the factors that affect health and the way the body moves	40
B	Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30
C	Skills in critical thinking, research and analysis	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W9	H7, H8, H9, H10, H11, H14, H15, H16, H17	Research – Core 2: Factors Affecting Performance	10	10	5	25
T1/W9-10	H7, H8, H9, H10, H11, H14, H15, H16, H17	Half-yearly examination – Core 2 & Option 4	10	5	5	20
T2/W9	H1, H2, H3, H4, H5, H6, H16, H17	Research & Response – Core 1	10	5	10	25
T3/W3-4	H1-H11, H13, H14, H15, H16, H17	Trial HSC examination	10	10	10	30
		TOTAL	40	30	30	100

PHYSICS

Course: HSC
Category: BDC
Assessment period: 2016 – 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

40

A Knowledge & understanding of:

- the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics

30

- kinematics and dynamics, energy, waves, fields and matter

B Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources

30

C Skills in communicating information, developing scientific thinking and problem-solving techniques and working individually and in teams

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W6	H1, H2, H3, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	First hand investigation	2.5	10	7.5	20
T1/W9-10	H1, H2, H4, H5, H7, H8, H9, H13, H14, H16	Half-yearly examination	10	5	5	20
T2 /W5	H2, H7, H9, H11, H12, H13, H14	Practical/process task	2.5	10	2.5	15
T2 /W10	H2, H7, H8, H9, H11, H12, H13, H14	Research, analysis and process task	5		10	15
T3/W3-4	H1 - H14	Trial HSC examination	20	5	5	30
		TOTAL	40	30	30	100

RETAIL SERVICES (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B - BDC
Assessment period: 2016 - 2017

Unit code	Unit of competency	HSC hours
SIRXCCS201	Apply point of sale handling procedures	20
SIRXCCS202	Interact with customers	20
SIRXCLM101	Organise and maintain work areas	10
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	15
SIRXICT001A	Operate retail technology	20
SIRXIND101	Work effectively in a customer service environment	20
SIRXINV001A	Perform stock control procedures	20
SIRXWHS101	Apply safe working practices	15
SIRXRSK201	Minimise loss	10
SIRXSLS201	Sell products and services	15
SIRXSLS002A	Advise on products and services	20
SIRXMER201	Merchandise products	20
SIRXFIN201	Balance and secure point of sale terminal	15
SIRXFIN002A	Perform retail finance duties	20

Compulsory 70 hours work placement (over two years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and weighted examination assessment marks are used to give an HSC **estimated examination mark**.
- The **HSC examines the two year course**. Each unit assessed at the completion of the unit.
- On successful completion of competencies and work placement students will gain a Certificate II in Retail Services.

Term/Week	Unit of competency	Task description	Weighting
2016 T2/W6	SIRXCOM101 SIRXWHS101 SIRXIND101	Communicate in the workplace to support team and customer outcomes Apply safe working practices Work effectively in a customer service environment	Yr 11 half-yearly examination N/A
2016 T3/W9-10	SIRXCCS202 SIRXSLS201 SIRXSLS002A SIRXCCS201	Interact with customers Sell products and services. Advise on products and services Merchandise Products	Yr 11 yearly examination N/A
2017 T1/W9-10	SIRXINV001A SIRXRSK201 SIRXICT001A SIRXCLM101	Perform stock control procedures Minimise loss Operate retail technology Organise and maintain work areas	Yr 12 half-yearly examination 50
2017 T3/W3-4	SIRXCCS201 SIRXFIN201 SIRXFIN002A	Apply point of sale handling procedures Balance and secure point of sale terminal Perform retail finance duties	Yr 12 trial HSC examination 50
		TOTAL	100

SENIOR SCIENCE

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	A student:
H1	discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
H2	applies the processes that are used to test & validate models, theories and laws, to investigations
H3	assesses the contribution of scientific advances on the development of technologies
H4	assesses the impacts of applications of science on society and the environment
H5	describes possible future directions of scientific research
H6	describes uses of the Earth's resources
H7	identifies effects of internal and external environmental changes on the human body
H8	relates the properties of chemicals to their use
H9	relates the structure of body organs and systems to their function
H10	discusses ways in which different forms of energy and energy transfers & transformations are used
H11	justifies the appropriateness of a particular investigation plan
H12	evaluates ways in which accuracy and reliability could be improved in investigations
H13	uses terminology and reporting styles appropriately and successfully to communicate information and understanding
H14	assesses the validity of conclusions from gathered data and information
H15	explains why an investigation is best undertaken individually or by a team

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of :	40
	<ul style="list-style-type: none"> • the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science • the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 	30
B	Skills in planning and conducting first-hand investigations, gathering and processing first-hand data, gathering and processing relevant information from secondary sources	30
C	Skills in communicating information, developing scientific thinking and problem solving techniques and working individually and in teams	30

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4 / W6	H1, H2, H6, H8, H11, H12, H13, H14, H15	First hand investigation	10	10	5	25
T1 / W9-10	H1, H2, H4, H5, H7, H8, H9, H13, H14	Half-yearly examination	10	5	5	20
T2 / W5	H1, H3, H5, H10, H11, H12, H13, H14, H15	Research project	5	10	10	25
T3/ W3-4	H1 – H15	Trial HSC examination	15	5	10	30
		TOTAL	40	30	30	100

SOCIETY AND CULTURE

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W8	H1, H5, H6, H7, H8, H9, H10	Oral presentation: Personal Interest Project progress 15% Presentation paper 5%			20	20
T1/W9-10	H1, H2, H3, H5, H9, H10	Half-yearly examination	20			20
T2/W5	H1, H2, H4, H6, H7, H8, H9, H10	Secondary research on Depth Study One		30		30
T3/W3-4	H1, H2, H3, H5, H9, H10	Trial HSC examination	30			30
		TOTAL	50	30	20	100

STUDIES OF RELIGION I

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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 from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	H1,2,3,6,7,8,9	Short answer responses to source material	5	5		5	15
T2/W2	H1,2,4,5,6,7,8,9	Research essay on Unit Two	5		10		15
T3/W3-4	H1,2,3,4,5,6,8,9	Trial HSC examination on Units One, Two and Three	10	5		5	20
		TOTAL	20	10	10	10	50

STUDIES OF RELIGION II

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

Code	Descriptor
	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 from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W5	H1,2,3,6,7,8,9	Short answer responses to source material	10	5		5	20
T1/W9-10	H1,2,3,4,5,6,8,9	Half-yearly examination	10	5		5	20
T2/W6	H1,H2,H4,H5,H6 H7,H8,H9	Research essay		5	20	5	30
T3/W3-4	H1,2,3,4,5,6,8,9	Trial HSC examination	20	5		5	30
		TOTAL	40	20	20	20	100

TEXTILES AND DESIGN

Course: HSC
Category: BDC
Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of textiles and the Textile Industry	50
B	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	50

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	H1.3, H2.3	Fabric decoration folder and MTP project proposal	5	15	20
T1/W3	H1.1, H2.1, H6.1	Oral presentation		15	15
T1/W9-10	H1.3, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	Half-yearly examination	15		15
T2/W9	H1.1, H1.2, H2.1, H2.2, H2.3, H6.1, H3.1, H4.2	MTP management and progress	10	15	25
T3/W3-4	H1.3, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	Trial HSC examination	20	5	25
		TOTAL	50	50	100

VISUAL ARTS

Course: HSC
 Category: BDC
 Assessment period: 2016 - 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art criticism and art history	50

ASSESSMENT TASKS

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

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T1/W3	H1, H2, H3, H4, H5, H6	VAPD and developing Body of Work	10		10
T1/W9-10	H7, H8, H9, H10	Half-yearly examination		20	20
T2/W3	H7, H8, H9, H10	VAPD and developing Body of Work	15		15
T3/W1	H1, H2, H3, H4, H5, H6	Body of work completed submission	25		25
T3/W3-4	H7, H8, H9, H10	Trial HSC examination		30	30
		TOTAL	50	50	100



YEAR 12 2017 HSC ASSESSMENT HANDBOOK ACKNOWLEDGEMENT

I _____, (print name) acknowledge that I have received the 2017 St Joseph's Catholic College HSC Assessment Handbook.

I am aware of the assessment policy and schedules contained within the handbook and the requirements for each course, particularly the sections relating to **non-presentation of a task by the due date, attendance prior to a task and the penalties which can be applied.**

I acknowledge that students achieve to the best of their abilities and potential by taking responsibility for the outcome of their education. To assist with this I should:

- organise an efficient program of study and work
- complete and submit all assessment tasks by the due date and to the best of my ability
- seek advice and assistance from teachers and discuss any needs I have with them
- seek clarification from teachers to avoid any misunderstandings regarding marks awarded for specific tasks
- read and keep this assessment handbook in an accessible place for reference
- know that this HSC assessment handbook can be located on the college website
- ensure my parents/carers are familiar with the assessment policy in this handbook
- be familiar with all assessment requirements and deadlines for each course.

Student signature: _____ Pastoral class: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

**This page is to be left in the handbook.
A separate duplicate colour sheet is enclosed. It is to be completed and returned to
Mrs West's office.**



ILLNESS / MISADVENTURE FORM HSC course

Name: _____ Pastoral class _____ Year _____

Course: _____ Class teacher: _____

Nature of assessment task (essay, oral, test etc.): _____

Due date: _____ Period: _____

I declare that I was absent from an assessment task I require an extension of time

EXPLANATION:

Use back of sheet if more space needed

The following documentary evidence is provided: Medical Certificate
 Note from Parent/Carer
 Permission from Principal
 Other _____

The college was contacted by phone Yes No

Student's signature: _____ Parent's signature: _____

Date: _____

DECISION

- Alternate assessment task to be set Date due: _____
- Extension of time granted until _____
- Penalty of _____ incurred.
- No credit for this assessment task. _____
- Other action _____

Leader of Learning Date: _____

Leader of Learning and Teaching Date: _____

Office:

Copies to: Student Leader of Learning Year Leader Student Services

Original to: Leader of Learning and Teaching

HSC assessment task distribution 2016 – 2017

Week	Term 4	Term 1	Term 2	Term 3
1				CAFS English Advanced English Standard Timber Technology Visual Arts
2			Studies of Religion 1 unit	<i>Interruption & assessment free week</i>
3	CAFS	Ancient History Textiles & Design Visual Arts	Visual Arts	Trial HSC Examination Period
4			Catholic Studies	
5	Studies of Religion 2 unit	Business Studies	Physics Senior Science Society and Culture	
6	Physics Senior Science	Economics Geography Modern History	Ancient History CAFS Drama English Advanced English Standard Modern History Studies of Religion 2 unit	
7	Business Studies Catholic Studies EEC Economics Food Technology Japanese Continuers Mathematics Extension 1 Studies of Religion 1 unit	EEC English Extension 2 Food Technology Legal Studies Timber Technology	Chemistry EEC Economics Extension English 1 Mathematics Mathematics General 1 Mathematics General 2 Music 1	
8	Ancient History Chemistry Mathematics General 1 Mathematics General 2 Mathematics Modern History Society and Culture Textiles & Design Timber Technology	<i>Interruption & assessment free week</i>	History Extension Japanese Continuers Mathematics Extension 1 Mathematics Extension 2	
9	Biology CAFS Drama English Advanced English Standard English Extension 2 Geography Legal Studies Mathematics Extension 2 Music 1 PDHPE	Half-yearly examination period	Biology Business Studies English Extension 2 Food Technology Geography Legal Studies PDHPE Textiles & Design	
10			Drama Physics	