

St Paul's Catholic College, Manly



**Year 12**  
**Higher School Certificate**  
**Assessment**  
**Handbook**  
**2018**

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# 1 Formal assessment program introduction

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This handbook has been developed to provide students and parents with information regarding assessment for the NSW Education Standards Authority (NESA) Higher School Certificate Course.

## 1.1 Course completion criteria

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:

- (a) studied the course developed or endorsed by the NESA; and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

### 1.1.1 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students and their parents / caregivers will be notified through an official NESA warning letter.

### 1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task. In such circumstances, students will be notified through an official NESA warning letter.

## 1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported with a letter from the parent or caregiver.
- (b) Where absence coincides with either:
  - (i) the due date of an assessment task, or
  - (ii) the date an assessment task is to be held, a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.3 for information on non-completion of a course). A warning letter will be issued outlining the new requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence, however, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.
- (e) The College does not encourage leave to be taken during a student's HSC year.

### 1.3 What happens if I am deemed to have not satisfactorily completed a course?

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must give the student and parent or caregiver written warning as soon as possible. This is a NESAs requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a second warning letter will be sent. The Principal will then award the student a non-completion award in that course if he does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for the Higher School Certificate course.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least:

- (a) 12 units of Preliminary Courses; and
- (b) 10 units of HSC Courses

that satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

**If a student fails to meet the College requirements in one or more of these areas (i.e. 1.1, 1.2 and 1.3), he will be awarded a non-completion of a course determination in that course.**



# St Paul's Catholic College

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Facsimile: 9977 0959

## Official Warning Letter: Non-completion of a Higher School Certificate Course

Date:  
Student's Name:

Subject:  
Year:  
Warning Letter Number:

Dear <<Parent>>,

The purpose of this letter is to advise you that <<Student Name>> is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course <<Course Name>>.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as an official warning. This is the <<Letter Number>> official warning we have issued concerning <<Course Name>>. A minimum of two course specific warnings must be issued prior to a final non-completion of course determination being made for a course.

### Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate Course. In Year 12 (or HSC Course) students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, << Student Name>> has not satisfactorily met <<course completion criteria>> of the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for << Student Name>> to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Task Name(s) / Course Requirement(s) / Course Outcome(s) currently NOT completed / achieved	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by the student to address the situation	Revised date to be completed by (if applicable)

Please discuss this important matter with << Student Name>> and contact <<Leader of Learning Name>> if you need any part of the letter clarified.

Please complete the tear-off section on the next page to confirm receipt of this letter and return it to Mr Hutchinson within 5 school days of receiving the letter.

Yours sincerely,

<<Leader of Learning Name>>  
Leader of Learning

Mr C. Browne  
Principal

## 2 What happens if I want to repeat a course?

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A student may repeat one or more HSC courses but must do so within a FIVE (5) year accumulation period. All satisfactorily completed attempts at HSC courses will be reported on the cumulative Record of Achievement or Result Notice. However, only the most recent attempt is eligible for inclusion in the calculation of a student's ATAR.

## 3 What do I need to know about assessment tasks?

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### 3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Higher School Certificate Course the NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final results. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

#### 3.1.1 How am I notified about assessment tasks?

The assessment schedule for all HSC courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **written confirmation** of the:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Period 3, Wednesday, 16 May 2018 – Week 3 Term 2)
- (e) place – *if appropriate* (e.g. Long Reef headland), and
- (f) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

### 3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task (see 'AIM Form' for details).

#### 3.2.1 Applying for an extension

- (a) Obtain an "*Application for Illness and Misadventure Form*" (refer to copy in Section 5 of this handbook).
- (b) Complete the form and return it to the relevant KLA Leader at least one week prior to the scheduled due date.
- (c) The application will be considered by the Coordinator of Teaching and Learning and KLA Leader.
- (d) The student will be notified of the decision and if the extension is:
  - (i) **granted**, a new submission date will be given
  - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Coordinator of Teaching and Learning and relevant KLA / teacher.

### 3.3 What happens if I am sick or some other unforeseen circumstance happens?

#### 3.3.1 Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

The student must provide a **medical certificate** (where applicable) on the first day of his return to school. The medical certificate must be submitted with a completed “*Application for Illness/Misadventure Form*” (AIM Form - refer to Section 5 of this handbook). Where possible the College should also be notified via a phone call or email on the morning of the task.

The completed ‘AIM form’, with supporting documentation must be returned to relevant KLA Leader the next school day. This also applies for approved leave and school events (e.g. sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

The application will be considered by the KLA Leader and the Coordinator of Teaching and Learning. The student will be notified of the decision and if the application is:

- (iii) **granted**, the student will be notified of the outcome
- (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Coordinator of Teaching and Learning and relevant KLA leader.

#### 3.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due his reasons must be valid and justified. The College may ask for a medical certificate or other supporting documentation. If the student has no valid reason for his absence a zero mark will be awarded, however, the task still must be completed.

If the absence is due to **illness or misadventure** – an AIM form must be completed; refer to Section 5 of this handbook.

### 3.4 What happens if I hand in an assessment task late or miss it completely?

#### 3.4.1 Implications of late or missed assessment tasks

If an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

In the HSC course, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark (i.e. task handed in late) WILL contribute to the excess of 50% required.

#### 3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g. Period 3 Wednesday 10 May 2017. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher’s pigeon hole.

### 3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

No assessment task is to be submitted on Google Apps, Dropbox, USB drive or e-mailed to the College (unless specified by the teacher). Only hard copies will be accepted. If a task is required to be e-mailed, sending to an incorrect e-mail address will NOT be deemed acceptable reasons for a non-submission. It is the student's responsibility to ensure the correct e-mail address is used.

### 3.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals, CDs or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

A panel comprising the Coordinator of Teaching and Learning and relevant KLA Leader will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

#### 3.6.1 NESAs Register of Malpractice in HSC Assessment Tasks

Malpractice is any attempt to gain an unfair advantage over other students. Types of malpractice in assessment tasks may include, but are not limited to:

- (a) being in possession of unauthorised notes or electronic devices during a task, test or examination.
- (b) using the words, ideas, designs or workmanship of others without acknowledgement
- (c) copying from another student
- (d) paying someone to write or prepare an assessment task.

The Malpractice Register is administered by NESAs and schools must register any student who is in breach.

#### 3.6.2 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. This may jeopardise a student from obtaining a Higher School Certificate. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

### 3.7 What do I do if I require disability provisions?

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra examination time etc.) it is his responsibility to apply to the Learning Support Coordinator to establish his eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place. Except for circumstances of illness / misadventure the only students who will be granted disability provisions are those who have applied for and been granted by the NESAs.

### 3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the HSC Course he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline.
- (b) may be required to complete alternative tasks for any assessments missed.
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete.

### 3.9 What type of assessment feedback will I receive?

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined in the task. Remember that the main purpose of assessment is to improve learning.

### 3.10 Assessment in VET and work placement

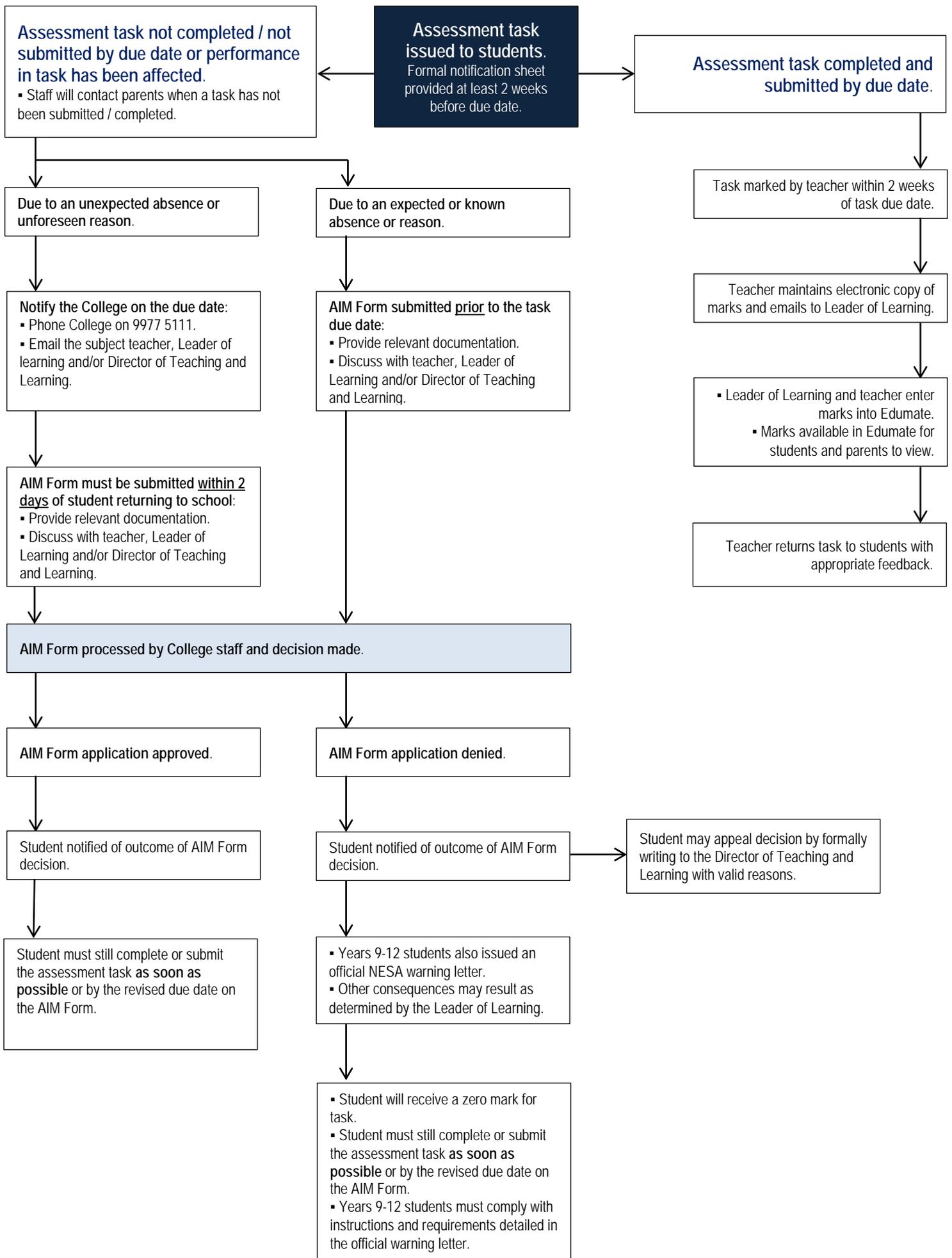
As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements.

It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

It is a student's responsibility to see each of his teachers prior to commencing work placement regarding course work and upcoming assessment tasks which need to be complete before returning to school. If a student misses an assessment task whilst on work placement an AIM form must be submitted.

### 3.11 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically it provides information on what procedures and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.



## 4 Certification of major works

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### 4.1 What courses contain major works?

In the following courses students are required to complete a major work as part of the Higher School Certificate examination: Design and Technology; English Extension 2; History Extension, Industrial Technology; Music and Visual Arts. Students should discuss with their class teacher regarding the suitability of their major work. For further details regarding exclusions see the Coordinator of Teaching and Learning.

### 4.2 What are the important work, health and safety (WH&S) considerations regarding major works?

With respect to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should recognise and reflect relevant State and National legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons. Any HSC project that might be considered dangerous to health or safety may not be marked.

### 4.3 What requirements must be completed before I can start my major work?

Students are not permitted to commence the Major Work until the following requirements have been satisfied:

- (a) Have received a written copy of the course specific guidelines for the project component (as outlined syllabus documents).
- (b) Been informed of the WH&S guidelines regarding major works.
- (c) Have received a written copy of the NESAs publication – *HSC Assessments and Submitted Works: Advice to Students*.
- (d) Submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work.
- (e) Received written consent for the project to commence from the classroom teacher.

### 4.4 What will I need to do during the development stage of my major works?

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

### 4.5 Submission and Certification of Major Works

The submission dates for completion and hand-in to school for major work projects are determined by the NESAs and are published in the *Higher School Certificate Practical Examination Important Dates Schedule*.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to the NESAs. The NESAs will then 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.

## 5 What do I do if I want to appeal a result?

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A student is entitled to formally appeal in writing to the Coordinator of Teaching and Learning if he is not satisfied with:

- (a) the marks awarded for a particular assessment task; or
- (b) the school's response to his appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or
- (d) his ranking in a course (note that HSC students will not be informed of their final mark but will be informed of their final rankings; students have the right to appeal the ranking awarded).
- (e) the decision of an AIM form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above he needs to see the Coordinator of Teaching and Learning for the appropriate documents and procedures.

A student also has the right to appeal to the NESAs if he is not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) his ranking in a course.

Further information about appealing is provided in the *Rules and Procedures for 2017 HSC Candidates* booklet.

## 5.1 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ..... ▪ Task description: .....		
Date task is / was due:	..... / ..... / .....	Date task was issued:	..... / ..... / .....
Date(s) absent from school:	..... / ..... / ..... to ..... / ..... / .....		
Reason for this absence:	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Principal leave <input type="checkbox"/> College event <input type="checkbox"/> Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
.....			
.....			
.....			
Has the task been completed / submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

.....  
Student signature

.....  
Parent / Caregiver signature

Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.

College use only

### Director of Teaching and Learning decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

- Justified     
  Unjustified

As a result, the action to be taken is as follows:

.....

.....

.....

.....  
Director of Teaching and Learning signature

..... / ..... / .....  
Date

Received stamp
Date received: ..... / ..... / .....

Copies of completed form to:

- Student (collects from DM8)     
  Leader of Learning     
  AIMS database     
  Subject teacher     
  Director of T & L (original)

## 6 Course assessment outlines

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The following section contains assessment outlines for all Year 12 Higher School Certificate courses at St Paul's in 2017. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e. what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

# Ancient History

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2	① <u>Source analysis</u> Pompeii and Herculaneum.		15		5	20		/
Wk. 6 Term 1	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.6, H4.1, H4.2	② <u>Research essay</u> The Greek World 500-44 BC.	10		10	5	25		/
Wk. 8 Term 2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.6, H4.1, H4.2	③ <u>Oral presentation</u> Xerxes.	10		10	5	25		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

Code	Descriptor. A student ...
H1.1	describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
H2.1	explain historical factors and assess their significance in contributing to change and continuity in the ancient world
H3.1	locate, select and organise relevant information from a variety of sources
H3.2	discuss relevant problems of sources for reconstructing the past
H3.3	analyse and evaluate sources for their usefulness and reliability
H3.4	explain and evaluate differing perspectives and interpretations of the past
H3.5	analyse issues relating to ownership and custodianship of the past
H3.6	plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
H4.1	use historical terms and concepts appropriately
H4.2	communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

# Biology

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 8 Term 4	H2, H3, H5, H6, H11, H12, H13, H14, H15	① <u>First hand investigation</u> Enzymes.	5	10	5	20		/
Wk. 6 Term 1	H3, H4, H6, H7, H8, H9, H10	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	10	5	5	20		/
Wk. 10 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	③ <u>Resource portfolio</u> All core topics.	5	15	10	30		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20		10	30		/
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of 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.	<b>40</b>
<b>B</b>	Skills in planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources.	<b>30</b>
<b>C</b>	Skills in communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams.	<b>30</b>

## 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	assesses 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	assesses the validity of conclusions from gathered data and information
H15	explains why an investigation is best undertaken individually or by a team

# Business Studies

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H2, H4, H5, H6, H7, H8, H9	① <u>Case study, extended response</u> Operations.	5	5	5	5	20		/
Wk. 6 Term 1	H1, H2, H3, H4, H5, H6, H8	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	10	5		5	20		/
Wk. 6 Term 2	H2, H4, H5, H6, H7, H8, H9, H10	③ <u>Business analysis and report</u> Finance.	5	5	15	5	30		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## 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

## 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

# Catholic Studies 1 unit

**Course:** Higher School Certificate  
**Course Category:** NESA Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 3 Term 1	6.3a, 6.3b, 6.4b	<b>① Stimulus response</b> Reflection based on social justice project.	5	10	15		/
Wk. 4 Term 2	6.1b, 6.3b, 6.4a, 6.5b	<b>② Research (video) presentation</b> Catholic approach to suffering and death.	10	5	15		/
Wk. 3-4 Term 3	All outcomes possible	<b>③ Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	5	20		/
<b>TOTAL</b>			<b>30</b>	<b>20</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding	<b>30</b>
<b>B</b>	Skills	<b>20</b>

## OUTCOMES

Code	Descriptor. A student ...
6.1b	explains the impact belief in eternal life has on the way 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

# Chemistry

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 8 Term 4	H4, H6, H9, H11, H12, H13, H14, H15	① <u>Resource portfolio</u> The Acidic Environment.	5	10	5	20		/
Wk. 6 Term 1	H2, H4, H5, H6, H7, H8, H9, H10, H12, H14	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15		5	20		/
Wk. 8 Term 2	H1, H3, H9, H10, H11, H12, H13, H14, H15	③ <u>Open ended investigation</u> Chemical Monitoring	5	15	10	30		
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	5	10	30		/
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of 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.	<b>40</b>
<b>B</b>	Skills in planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources.	<b>30</b>
<b>C</b>	Skills in communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams.	<b>30</b>

## 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 chemistry have been tested and validated
H3	assesses the impact of particular advances in chemistry on the development of technologies
H4	assesses the impacts and implications of research in chemistry on society and the environment
H5	describes possible future directions of chemical research
H6	explains reactions between elements and compounds in terms of atomic structures and periodicity
H7	describes the chemical basis of energy transformations in chemical reactions
H8	assesses the range of factors which influence the type and rate of chemical reactions
H9	describes and predicts reactions involving carbon compounds
H10	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	assesses the validity of conclusions from gathered data and information
H15	explains why an investigation is best undertaken individually or by a team

# Construction (VET)

Course: Higher School Certificate  
 Course Category: B  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks	<ul style="list-style-type: none"> <li>Students will be provided with numerous written, practical and / or oral competency tasks applicable to course content.</li> <li>Students may have a number of opportunities to gain competency by repeating tasks throughout the year.</li> </ul>
Wk. 6 Term 1	All competencies possible	<ul style="list-style-type: none"> <li><b>Half Yearly Examination</b></li> <li>Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.</li> </ul>
Wk. 3-4 Term 3	All competencies possible	<ul style="list-style-type: none"> <li><b>HSC Trial Examination</b></li> <li>Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.</li> </ul>

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	CPCCCM1012A *	work effectively and sustainably in the construction industry
2	CPCCCM1013A *	plan and organise work
3	CPCCCM1014A *	conduct workplace communication
4	CPCCCM1015A *	carry out measurements and calculations
5	CPCCCM2001A *	read and interpret plans and specifications
6	CPCCCM2005B *	use construction tools and equipment
7	CPCCOHS1001A *	work safely in the construction industry
8	CPCCOHS2001A *	apply OHS requirements, policies and procedures in the construction industry
9	CPCCCM2006B	apply basic levelling procedures
10	CPCCCA2003A	erect and dismantle formwork for footings and slabs on ground
11	CPCCCA2011A	handle carpentry materials
12	CPCCCM2004A	handle construction materials
13	CPCCCA2002B	use carpentry tools and equipment
14	CPCCWF2001A	handle wall and floor tiling materials
15	CPCCWF2002A	use wall and floor tiling tools and equipment

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Construction Pathways (CPC20211).

# Design and Technology

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H1.1, H1.2, H2.1, H3.2, H4.1	① <b>Presentation</b> Project proposal and design brief.	20		20		/
Wk. 6 Term 1	H1.1, H2.1, H2.2, H3.1, H5.2, H6.2	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.		20	20		/
Wk. 10 Term 2	H4.2, H4.3, H5.1, H5.2, H6.1	③ <b>Project</b> Impact on society and environment; project development and realisation, evaluation and MDP links to industry presentation.	40		40		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.		20	20		/
<b>TOTAL</b>			<b>60</b>	<b>40</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

A	Designing and producing	60
B	Innovation and emerging technologies	40

## OUTCOMES

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

# Economics

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1, H2, H4, H5, H6, H7, H8, H9, H10, H12	① <b>Research, case study and in-class essay</b> Emerging / developing economy and the globalisation process.	5	10	5	5	25		/
Wk. 6 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	5		5	20		/
Wk. 9 Term 2	H1, H2, H4, H5, H6, H8, H9, H10, H11, H12	③ <b>Research task</b> Current economic issue.		5	15	5	25		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	25			5	30		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## 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 and issues in appropriate forms	20

## 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

# English Advanced

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 9 Term 4	4, 6, 7, 10	① <u>Reading and writing task</u> Area of Study.			20	5		25		/
Wk. 6 Term 1	3, 4, 6	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15					15		/
Wk. 5 Term 2	1, 2A, 12, 12A, 13	③ <u>Oral task</u> Module B.		15				15		/
Wk. 10 Term 2	1, 2, 2A, 3, 5,	④ <u>Viewing and representing task</u> Module C.					15	15		/
Wk. 3-4 Term 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	⑤ <u>HSC Trial Examination</u> (a) Paper 1: Area of Study – 25% (b) Paper 2: Modules A, B, C – 15%			5	25		30		/
<b>TOTAL</b>			<b>15</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Listening	15
<b>B</b>	Speaking	15
<b>C</b>	Reading	25
<b>D</b>	Writing	30
<b>E</b>	Viewing and representing	15

## 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

# English Extension 1

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 4 Term 1	H1, H2, H4	<b>1 Tutorial presentation</b> Presentation on science fiction and its exploration of societal concerns.	10	10	20		/
Wk. 6 Term 2	H1, H2, H3	<b>2 Writing portfolio</b> Composition of science fiction narrative with an accompanying cover letter.	10	10	20		/
Wk. 3-4 Term 3	H1, H2, H3	<b>3 HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	5	5	10		/
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>50</b>		

## 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 and independent investigation	25

## OUTCOMES

Code	Descriptor. A student ...
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

# English Extension 2

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 3 Term 1	H1, H2	① <u>Viva Voce</u> Interview regarding progress and process of major work.	5	5	10		/
Wk. 3 Term 2	H1, H2	② <u>Written report</u> Major work.	10	5	15		/
Wk. 9 Term 2	H1, H2	③ <u>Major work</u> Draft of major work.	10	15	25		/
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

A	Objective 1: Skills in extensive independent investigation	25
B	Objective 2: Skills in sustained composition.	25

## OUTCOMES

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

# English Standard

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 9 Term 4	4, 6, 7, 10	① <u>Reading and writing task</u> Area of Study.			20	5		25		/
Wk. 6 Term 1	3, 4, 5, 6, 9	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.					15	15		/
Wk. 5 Term 2	1, 6, 10, 12, 13	③ <u>Listening task</u> Module B.	15					15		/
Wk. 10 Term 2	1, 2, 6, 10	④ <u>Speaking task</u> Module C.		15				15		/
Wk. 3-4 Term 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	⑤ <u>HSC Trial Examination</u> (a) Paper 1: Area of Study – 15% (b) Paper 2: Modules A, B, C – 15%			5	25		30		/
<b>TOTAL</b>			<b>15</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## 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	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

# English Studies

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1.1, H1.2, H1.3, H3.1	① <b>Writing portfolio</b> Mandatory Module: We are Australian.	10	10	5	5	30		/
Wk. 8 Term 1	H1.1, H1.2, H1.3, H1.4, H4.1, H4.2	② <b>Oral presentation</b> Group task – planning, filming, editing.	5	10	5	5	25		/
Wk. 9 Term 2	H2.1, H2.2, H2.3	③ <b>Writing task</b> On the Road: Travel.	5		15		20		/
Wk. 3-4 Term 3	H3.1, H3.2, H4.2	④ <b>Written Examination</b> English in the media.	10	10		5	25		/
<b>TOTAL</b>			<b>30</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	<b>30</b>
<b>B</b>	Skills in reading, listening and viewing and in writing, speaking and representing.	<b>30</b>
<b>C</b>	Knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	<b>25</b>
<b>D</b>	Skills in planning and working individually and collaboratively.	<b>15</b>

## OUTCOMES

Code	Descriptor. A student ...
H1.1	analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
H1.2	explains the ideas and values of texts
H1.3	explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
H1.4	produces an range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
H2.1	comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
H2.2	demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
H2.3	demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
H3.1	recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
H3.2	recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
H4.1	plans and organises to complete tasks or projects, both individually and collaboratively
H4.2	works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

# Food Technology

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 6 Term 4	H1.2, H1.4, H3.1	① <u>Report and written response</u> Based on a sector of the Australian Food Industry; in class written response.		15			15		/
Wk. 6-7 Term 1	H1.1, H1.3, H4.2	② <u>Case study and related practical</u> Commercial food manufacturing and preservation.		15	10		25		/
Wk. 8 Term 2	H1.3, H2.1, H3.2, H4.1, H4.2, H5.1	③ <u>Design project</u> Food product development based on contemporary nutrition issues.			20	20	40		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u>	20				20		/
<b>TOTAL</b>			<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>		

## 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

## 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 to a range of food situations

# Geography

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1, H2, H5, H6, H7, H10, H12, H13	① <b>Fieldwork</b> Observations and analysis.			20	10	30		/
Wk. 6 Term 1	H1, H2, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	10			20		/
Wk. 7 Term 2	H1, H3, H6, H8, H9, H12, H13	③ <b>Research essay</b> Urban places.				10	10		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	30	10			40		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## 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

## 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

# History Extension

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 6 Term 1	E1.1, E2.2, E2.3	<b>① Research task</b> Refer to the task assessment notification for specific content addressed in this task.	5		5		/
Wk. 9 Term 2 (Ongoing from Wk. 3 Term 4)	E1.1, E2.1, E2.2, E2.3	<b>② History Project</b> Planning an appropriate historical investigation identifying different historical perspectives.		40	40		/
Wk. 3-4 Term 3	All outcomes possible	<b>③ HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	5		5		/
<b>TOTAL</b>			<b>10</b>	<b>40</b>	<b>50</b>		

## 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

## 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

# Hospitality (VET)

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks	<p>① Students will be provided with numerous written, practical and / or oral competency tasks applicable to course content.</p> <p>Students may have a number of opportunities to gain competency by repeating tasks throughout the year.</p>
Wk. 6 Term 1	All competencies possible	<p>② <b>Half Yearly Examination</b></p> <p>Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.</p>
Wk. 3-4 Term 3	All competencies possible	<p>③ <b>HSC Trial Examination</b></p> <p>Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.</p>

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	BSBWOR203 *	work effectively with others
2	SITHIND002 *	source and use information on the hospitality industry
3	SITXFSA001 *	use hygienic practices for food safety
4	SITXWHS001 *	participate in safe work practices
5	SITHCCC001 *	use food preparation equipment
6	SITHCCC005 *	prepare dishes using basic methods of cookery
7	SITHKOP001 *	clean kitchen premises and equipment
8	SITXFSA002 *	participate in safe food handling practices
9	SITXINV002	maintain the quality of perishable items
10	SITHCCC011	use cookery skills effectively
11	SITHCCC002	prepare and present simple dishes
12	SITHCCC006	prepare appetisers and salads
13	SITHCCC007	prepare stocks, sauces and soups

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate II in Kitchen Operations (SIT20416).

# Industrial Technology (Multimedia / Timber)

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 5 Term 4	H3.1, H3.2, H3.3, H4.1, H6.2	① <b>Project proposal - interview</b> Idea generation, modelling and testing of proposed project.		20	20		/
Wk. 2 Term 1	H1.1, H1.2, H1.3, H2.1 H4.2, H4.3, H5.1, H5.2, H6.1	② <b>Research and management task</b> Research related to MDP and industry case study.		30	30		/
Wk. 9 Term 2	H2.1, H4.1, H5.1	③ <b>Media presentation</b> Related to production of major project (6 minutes maximum as per HSC MDP submission).	30		30		/
Wk. 3-4 Term 3	H7.1, H7.2 and all other outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	10	20		/
<b>TOTAL</b>			<b>40</b>	<b>60</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	<b>40</b>
<b>B</b>	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	<b>60</b>

## 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	demonstrates skills in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies and justifies design principles through the production of a major project
H4.1	demonstrates competency in a range of practical skills appropriate to the major project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	examines and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principles of quality and quality control
H7.1	explains the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

# Information Processes and Technology

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 3 Term 1	H1.1, H1.2, H2.1, H2.2, H5.1, H7.1, H7.2	① <b>Design project</b> Database management system design including a transaction processing system.	10	10	10		30		/
Wk. 6 Term 1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	5	5	5		15		/
Wk. 10 Term 2	H1.1, H1.2, H2.1, H2.2, H4.1, H5.1, H6.1, H6.2	③ <b>Design project</b> Multimedia and transaction processing system.				35	35		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	5	5	5	5	20		/
<b>TOTAL</b>			<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

A	Project management	20
B	Information systems and databases	20
C	Communication systems	20
D	Option strands	40

## OUTCOMES

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

# Legal Studies

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 9 Term 4	H1, H2, H4, H5, H6, H7, H8, H9	① <u>Case study and written test</u> Crime.	10		10	20		/
Wk. 6 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15		5	20		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	③ <u>Media file and in class written task</u> Focus study 1.	5	20	5	30		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	30			30		/
<b>TOTAL</b>			<b>60</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOME

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

# Mathematics

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	H1, H2, H4, H5, H6, H7, H9	① <b>Test</b> Plane and co-ordinate geometry; geometric applications of calculus	7.5	7.5	15		/
Wk. 6 Term 1	P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H3, H4, H5, H6, H7, H8, H9	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30		/
Wk. 7 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9	③ <b>Test</b> Applications of calculus to the physical world; series and applications.	10	10	20		/
Wk. 3-4 Term 3	All Stage 6 outcomes	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	17.5	17.5	35		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## 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, graphical, trigonometric and geometric techniques
P5	understands the concept of a function and the relationship between a 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 expressions involving logarithmic and exponential functions
H4	expresses practical problems in mathematical terms based on simple given models
H5	applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
H6	uses the derivative to determine the features of the graph of a function
H7	uses the features of a graph to deduce information about the derivative
H8	uses techniques of integration to calculate areas and volumes
H9	communicates using mathematical language, notation, diagrams and graphs

# Mathematics Extension 1

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	HE1, HE2, HE7, PE3	① <u>Test</u> Induction; harder curve sketching; polynomials, combinations and permutations.	4	4	8		/
Wk. 6 Term 1	HE1, HE2, HE3, HE5, HE6, HE7 All Preliminary outcomes	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	6	6	12		/
Wk. 8 Term 2	HE1, HE3, HE4, HE5, HE7	③ <u>Test</u> Further applications of calculus to the physical world (further exponential growth and decay; acceleration in terms of $x$ ; simple harmonic motion; projectile motion); inverse functions and inverse trigonometric functions.	5	5	10		/
Wk. 3-4 Term 3	All Stage 6 outcomes	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	10	10	20		/
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

A	Concepts, skills and techniques	25
B	Reasoning and communication	25

## 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 differentiation 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 and decay
HE4	uses the relationship between functions, inverse functions and their derivatives
HE5	applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
HE6	determines integrals by reduction to a standard form through a given substitution
HE7	evaluates mathematical solutions to problems and communicates them in an appropriate form

# Mathematics Extension 2

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	E1, E2, E3, E6, E9	① <u>Test</u> Complex numbers; graphs.	5	5	10		/
Wk. 6 Term 1	E1, E2, E3, E4, E6, E8, E9	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30		/
Wk. 7 Term 2	E1, E2, E5, E7, E9	③ <u>Test</u> Volume, mechanics.	10	10	20		/
Wk. 3-4 Term 3	All Stage 6 outcomes	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20	20	40		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Concepts, skills and techniques	<b>50</b>
<b>B</b>	Reasoning and communication	<b>50</b>

## 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

# Mathematics General 2

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 7 Term 4	MG2H – 1, 3, 6, 9, 10 MGP – 1, 2, 3, 6, 9, 10	① <u>Test</u> Investing money, annuities and loan repayments.	5	5	10		/
Wk. 6 Term 1	MG2H – 1, 3, 4, 5, 6, 9, 10	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	15	30		/
Wk. 7 Term 2	MG2H – 1, 2, 4, 5, 7, 9, 10	③ <u>Test</u> Spherical geometry, interpreting data, normal distribution, sampling and population.	10	10	20		/
Wk. 3-4 Term 3	All Stage 6 outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20	20	40		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## 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

# Mathematics General 1

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 9 Term 4	MG1H – 1, 2, 3, 4, 5, 6, 7, 9, 10	<b>1 Assignment</b> Financial mathematics, mathematics and household finance, mathematics and personal resource usage.	15	15	30		/
Wk. 6 Term 1	MG1H – 1, 2, 3, 4, 5, 6, 7, 9, 10	<b>2 Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	7.5	7.5	15		/
Wk. 10 Term 2	MG1H – 1, 2, 3, 4, 5, 9, 10	<b>3 Assignment</b> Mathematics and design, measurement.	15	15	30		/
Wk. 6 Term 3	MG1H – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>4 Portfolio</b> All HSC syllabus content.	12.5	12.5	25		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Concepts, skills and techniques	<b>50</b>
<b>B</b>	Reasoning and communication	<b>50</b>

## OUTCOMES

Code	Descriptor. A student ...
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 mathematical models
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

# Modern History

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 8 Term 4	H1.1, H1.2, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	① <b>Source analysis</b> Core study on World War I 1914 – 1919.		15		5	20		/
Wk. 6 Term 1	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.1, H4.2	② <b>Research essay</b> Germany 1919 – 1939.	10		10	5	25		/
Wk. 9 Term 2	H1.1, H1.2, H3.2, H3.3, H3.4, H4.1, H4.2	③ <b>Research task</b> Personality study.	10		10	5	25		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	20	5		5	30		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

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

## OUTCOMES

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

# Music 1

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 8 Term 4	H2, H4, H5, H6, H8, H10, H11	① <u>Musicology essay and viva voce</u> Musicology core.		10				10		/
Wk. 6 Term 1	H1, H4, H5, H6, H7, H8, H9, H10, H11	② <u>Half Yearly Examination</u> Aural core; performance core; elective 1 (performance, musicology or composition).	10			10	15	35		/
Wk. 8 Term 2	H2, H3, H4, H5, H7, H8, H10, H11	③ <u>Composition and portfolio</u> Composition core.			10			10		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Aural core; elective 2 (performance, musicology or composition); elective 3 (performance, musicology or composition).				15	30	45		/
<b>TOTAL</b>			<b>10</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>45</b>	<b>100</b>		

## 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

## OUTCOMES

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

# Music 2

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight	Your Mark	Your Rank
			A	B	C	D	E			
Wk. 8 Term 4	H2, H5, H6, H7, H9, H11, H12	① <u>Musicology essay and viva voce</u> Musicology core.		5				5		/
Wk. 6 Term 1	H1, H2, H5, H6, H7, H8, H9, H10, H11, H12	② <u>Half Yearly Examination</u> Aural / musicology core; performance core.	20	5		10		35		/
Wk. 8 Term 2	H2, H3, H4, H5, H6, H7, H8, H9, H11, H12	③ <u>Composition and portfolio</u> Composition core.			20			20		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Aural / musicology core; elective (performance, musicology or composition).		10		10	20	40		/
<b>TOTAL</b>			<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

A	Performance core	20
B	Musicology core	20
C	Composition core	20
D	Aural core	20
E	Electives (performance, composition or musicology)	20

## OUTCOMES

Code	Descriptor. A student ...
H1	performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
H2	demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
H3	composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
H4	stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
H5	analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	identifies, recognises, experiments with, and discusses the uses and effects of technology in music
H10	performs as a means of self-expression and communication
H11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	demonstrates a willingness to accept and use constructive criticism

# Music Extension

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component	Weight	Your Mark	Your Rank
			A			
Wk. 6 Term 1	Either HP / HC / HM 1, 2, 3, 4, 5, 6 as per chosen stream.	<b>① Half Yearly Examination</b> Performance – performance of both solo pieces. Composition – submission of composition portfolio. Musicology – submission of musicology portfolio.	25	25		/
Wk. 3/4 Term 3	Either HP / HC / HM 1, 2, 3, 4, 5, 6 as per chosen stream.	<b>② HSC Trial Examination</b> Performance – performance of ensemble piece. Composition – submission of composition portfolio. Musicology – submission of musicology portfolio.	25	25		/
<b>TOTAL</b>				<b>50</b>		

## COMPONENTS

## WEIGHTINGS

A	Performance or Composition or Musicology	50
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## OUTCOMES

Code	Descriptor. A student ...
HP1	performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
HP2	leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
HP3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
HP4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
HP5	presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
HP6	performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
HC1	composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
HC2	leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
HC3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
HC4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
HC5	presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
HC6	composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
HM1	presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
HM2	leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
HM3	articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
HM4	demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
HM5	presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
HM6	presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources

# Personal Development, Health and Physical Education

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 6 Term 4	H8, H13, H16, H17	① <u>Newspaper/ Magazine feature</u> Sports Medicine.	10	5	5	20		/
Wk. 6 Term 1	H7, H8, H9, H10, H11, H12, H16, H17	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	10	10	5	25		/
Wk. 9 Term 2	H1, H2, H3, H4, H5, H14, H15	③ <u>Extended response</u> Health Priorities in Australia.	5	5	15	25		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	10	5	30		/
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

A	Knowledge and understanding of the factors affecting 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 in research and analysis	30

## 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 health promotion based on the Ottawa charter
H5	explains the different roles and responsibilities of individuals communities and governments in addressing Australia's health priorities
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 influences 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

# Physics

Course: Higher School Certificate  
 Course Category: A  
 Assessment Period: 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 7 Term 4	H11, H12, H13, H14,	① <u>First hand investigation</u> Space.		15	5	20		/
Wk. 6 Term 1	H2, H3, H4, H5, H6, H7, H8, H9, H10	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15		5	20		/
Wk. 4 Term 2	H1, H2, H3, H4, H5, H7, H13, H14	③ <u>Open ended investigation</u> Motors and Generators.	5	15	10	30		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	20		10	30		
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and 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; kinematics and dynamics, energy, waves, fields and matter.	<b>40</b>
<b>B</b>	Skills in planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources.	<b>30</b>
<b>C</b>	Skills in communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams.	<b>30</b>

## 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 physics have been tested and 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

# Retail Services (VET)

**Course:** Higher School Certificate  
**Course Category:** B  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Competencies	Task Description
Ongoing throughout Year 12	As applicable to tasks	① Students will be provided with numerous written, practical and / or oral competency tasks applicable to course content. Students may have a number of opportunities to gain competency by repeating tasks throughout the year.
Wk. 6 Term 1	All competencies possible	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.
Wk. 3-4 Term 3	All competencies possible	③ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination. Covering all units of competency marked with an asterisk (*) in unit list below.

- In addition to the major tasks listed in the table above, students will undergo regular competency assessment in numerous ongoing practical and theoretical tasks.

## UNITS OF COMPETENCY

	Unit Code	Unit of Competency
1	SIRXCOM002 *	work effectively in a team
2	SIRXIND001 *	work effectively in a service environment
3	SIRXWHS002 *	contribute to workplace health and safety
4	SIRXIND002	organise and maintain the store environment
5	SIRXCEG001 *	engage the customer
6	SIRXCEG002 *	assist with customer difficulties
7	SIRXCEG003 *	build customer relationships and loyalty
8	SIRXPDK001	advise on products and services
9	SIRXSLS001 *	sell to the retail customer
10	SIRXSLS002	follow point-of-sale procedures
11	SIRRRTF001	balance and secure point-of-sale terminal
12	SIRXRSK001 *	identify and respond to security risks
13	SIRRINV001	receive and handle retail stock
14	SIRRMER001	produce visual merchandise displays

- All students must complete 35 hours compulsory work placement (70 hours over two years).
- On successful completion of all competencies and 70 hours of work placement, students will gain an AQF Certificate III in Retail Services (SIR30216).

# Senior Science

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight	Your Mark	Your Rank
			A	B	C			
Wk. 9 Term 4	H1, H2, H3, H10, H11, H12, H13, H14, H15	① <u>First hand investigation</u> Information Systems.	5	10	5	20		/
Wk. 6 Term 1	H2, H3, H4, H5, H6, H7, H9, H10, H11, H12, H13, H14	② <u>Half Yearly Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	10	5	5	20		/
Wk. 8 Term 2	H4, H7, H8, H9, H11, H12, H13, H14, H15	③ <u>Open ended investigation</u> Lifestyle Chemistry.	10	10	10	30		/
Wk. 3-4 Term 3	All outcomes possible	④ <u>HSC Trial Examination</u> Refer to the task assessment notification for specific content addressed in this examination.	15	5	10	30		/
<b>TOTAL</b>			<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding of 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.	<b>40</b>
<b>B</b>	Skills in planning and conducting first-hand investigations; gathering and processing first-hand data; gathering and processing relevant information from secondary sources.	<b>30</b>
<b>C</b>	Skills in communicating information and understanding; developing scientific thinking and problem-solving techniques; working individually and in teams.	<b>30</b>

## 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 and 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 and 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
H16	justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

# Sport, Lifestyle and Recreation 1 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 8 Term 1	1.5, 2.3, 3.5, 4.3	① <b>Video presentation</b> Healthy Lifestyles.	10	5	15		/
Wk. 9 Term 2	1.2, 2.2, 3.3	② <b>Practical and written task</b> Fitness Analysis and Measurement.	7.5	10	17.5		/
Wk. 3-4 Term 3	2.3, 2.5, 3.2, 4.1, 4.4, 4.5	③ <b>Research and written task</b> Design of resistance program.	7.5	10	17.5		/
<b>TOTAL</b>			<b>25</b>	<b>25</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

<b>A</b>	Knowledge and understanding	<b>25</b>
<b>B</b>	Skills	<b>25</b>

## OUTCOMES

Code	Descriptor. A student ...
1.2	explains the relationship between physical activity, fitness and healthy lifestyles
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.5	describes the relationship between anatomy, physiology and performance
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.5	analyses personal health practices
4.1	plans strategies to achieve performance goal
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Studies of Religion 1 unit

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1, H2, H4, H5, H6, H7, H8, H9	① <b>Research and report</b> On a religious tradition.	5			5	10		/
Wk. 6 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9	② <b>Research and visual presentation</b> On one religious tradition and Religion in Australia Post 1945.	5		10		15		/
Wk. 3-4 Term 3	All outcomes possible	③ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	10	10		5	25		/
<b>TOTAL</b>			<b>20</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

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

## 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

# Studies of Religion 2 unit

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight	Your Mark	Your Rank
			A	B	C	D			
Wk. 9 Term 4	H1, H2, H4, H5, H6, H7, H8, H9	① <b>Research and report</b> On a religious tradition.	5	5	5		15		/
Wk. 6 Term 1	H1, H2, H4, H5, H8, H9	② <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	5			5	10		/
Wk. 7 Term 2	H1, H2, H3, H4, H5, H6, H7, H8, H9	③ <b>Research and visual presentation</b> On Religion and Peace and Religion in Australia Post 1945.	5	10	15	5	35		/
Wk. 3-4 Term 3	All outcomes possible	④ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.	25	5		10	40		/
<b>TOTAL</b>			<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>		

## 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

## 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

# Visual Arts

Amended: 9 November 2017

**Course:** Higher School Certificate  
**Course Category:** A  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	H1, H2, H3, H4, H5, H6	① <b>Body of work – Initial ideas/sample works</b> Development of concepts and skills – Visual Arts Diary submission.	10		10		/
Wk. 5 Term 1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	② <b>Research task</b> Body of work – 50% completed and Visual Arts Diary submission.	15	10	25		/
Wk. 6 Term 1	H7, H8, H9, H10	③ <b>Half Yearly Examination</b> Refer to the task assessment notification for specific content addressed in this examination.		15	15		/
Wk. 8 Term 2	H1, H2, H3, H4, H5, H6	④ <b>Body of work</b> Body of work – 95% completed and Visual Arts Diary submission.	25		25		/
Wk. 3-4 Term 3	H7, H8, H9, H10	⑤ <b>HSC Trial Examination</b> Refer to the task assessment notification for specific content addressed in this examination.		25	25		/
<b>TOTAL</b>			<b>50</b>	<b>50</b>	<b>100</b>		

## COMPONENTS

## WEIGHTINGS

A	Artmaking	50
B	Art criticism and art history	50

## 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 relationship among the artist, artwork, world and audience through the artmaking 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 a particular way as representation 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 relationship among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# Work Studies 1 unit

**Course:** Higher School Certificate  
**Course Category:** Content Endorsed Course (will NOT contribute to an ATAR)  
**Assessment Period:** 2018

## ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight	Your Mark	Your Rank
			A	B			
Wk. 8 Term 4	2, 5	<b>1 Written report</b> Report on effective workplace communication practices.	15		15		/
Wk. 7 Term 1	1, 6, 7, 9	<b>2 Group written and oral presentation</b> The benefits and disadvantages of teamwork directed activities in the workplace.		20	20		/
Wk. 8 Term 2	3, 4, 8	<b>3 Information booklet</b> Managing work and life commitments.		15	15		/
<b>TOTAL</b>			<b>15</b>	<b>35</b>	<b>50</b>		

## COMPONENTS

## WEIGHTINGS

A	Knowledge and understanding	15
B	Skills	35

## OUTCOMES

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

# Year 12 2018: Personal Assessment Calendar

Term 4 2017	Term 1 2018	Term 2 2018	Term 3 2018
Week 1	Week 1	Week 1	Week 1
Week 2	Week 2	Week 2	Week 2
Week 3	Week 3	Week 3	Week 3 Year 12 HSC Trial Examinations
Week 4	Week 4	Week 4	Week 4 Year 12 HSC Trial Examinations
Week 5	Week 5	Week 5	Week 5 Year 12 HSC Trial Examinations
Week 6	Week 6 Year 12 Half Yearly Examinations	Week 6	Week 6 (Monday) Year 12 HSC Trial Examinations
Week 7	Week 7	Week 7	Week 7
Week 8	Week 8	Week 8	Week 8
Week 9	Week 9	Week 9	Week 9
Week 10 Students on school holidays - no classes (Wednesday to Friday)	Week 10	Week 10	Week 10
Week 11 Students on school holidays - no classes (All week)	Week 11		