

**NORTHMEAD CREATIVE & PERFORMING ARTS
HIGH SCHOOL**

**“A CENTRE OF EXCELLENCE IN THE CREATIVE
AND PERFORMING ARTS”**



**HSC
INTERNAL
ASSESSMENT SCHEDULE**

2017/2018

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Northmead Creative & Performing Arts High School

HIGHER SCHOOL CERTIFICATE ASSESSMENTS POLICY Term 4 -2017 Term 1, 2, 3 -2018

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HIGHER SCHOOL CERTIFICATE

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualification, vocational training or employment.

BOS ACE Manual. HSC

1. QUALIFYING FOR THE HIGHER SCHOOL CERTIFICATE

1.1 To be eligible for the award of the Higher School Certificate students must:

- (i) have gained the Record of School Achievement (ROSA) or other such qualifications as the Board of Studies considers satisfactory;
- (ii) have attended school;
- (iii) have completed HSC: All My Own Work
- (iv) have satisfactorily completed courses which comprise the **pattern of study** required by the Board for the award of the Higher School Certificate;
- (v) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

1.2 PATTERN OF STUDY

To be eligible for the award of the Higher School Certificate you must satisfactorily complete at least twelve (12) units in your Preliminary study pattern and at least ten (10) units in your HSC study pattern.

Both study patterns must include:

- at least six (6) units of Board Developed Courses
- at least two (2) units of a Board Developed Course in English
- at least three (3) courses of two (2) unit value or greater
- at least four (4) subjects

No more than six (6) units of courses in Science can contribute to the twelve (12) Preliminary units and ten (10) HSC units required for the award of the Higher School Certificate.

1.3 SATISFACTORY COMPLETION OF A COURSE

The following course completion criteria refer to both **Preliminary** and **HSC courses**.

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) followed the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) **achieved** some or all of the course outcomes.
- d) sat for and made a **serious attempt at Assessed Tasks and Exams** within the school.

{BOS ACE MANUAL}

Whilst the Board of Studies does not mandate attendance requirements, Principals may determine that, as a result of absence, a student cannot complete the course satisfactorily. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. (1.7)

If at any time it appears that a student is at risk of being given an '**N**' (**Non Completion of Course**) determination in any course the Principal must warn the student as soon as

possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

1.4 PRELIMINARY AND HSC COURSES

The Higher School Certificate is awarded when students satisfactorily complete the two components – the **Preliminary Course** and the **HSC Course**. Satisfactory completion of the Preliminary Course or its equivalent is a prerequisite for entry into a HSC Course. (BOS ACE Manual). The Preliminary Course is to be regarded as assumed knowledge which has been covered by all candidates. Achievement in the Preliminary Courses in Year 11 is assessed by the end of Term 3 in Year 11.

Examination specifications ensure that the major focus of the HSC examination will be on **HSC Course** content. In the HSC the Preliminary Course is not directly tested but it will be assumed you are familiar with the Preliminary Course and questions in the HSC might involve such basic knowledge or skills.

1.5 HSC COURSES

HSC Courses are assessed through School Assessment Tasks, including school examinations in Year 12, and in the HSC examinations.

Students studying a HSC Course must make a genuine attempt at Assessment Tasks **which contribute in excess of 50 per cent of the available marks. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In addition, students studying the HSC Course must sit for and make a genuine attempt at the requisite examination(s).**

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least twelve (12) units of Preliminary Courses and ten (10) units of HSC Courses which satisfy the Board's pattern of study requirements, the students will not be eligible to receive the award of a Higher School Certificate. Students at Northmead Creative and Performing Arts High School are encouraged to study 12 units for the HSC.

1.6 UNIVERSITY ENTRY

Before a student can have an ATAR calculated, he/she must first satisfy the eligibility requirements.

ELIGIBILITY for an ATAR

To be eligible for an ATAR a student must complete at least ten (10) units of Board Developed Courses including at least two (2) units of English (except English Studies).

The Board Developed courses must include at least three (3) courses of two (2) units or greater, and at least four (4) subjects.

CALCULATION of the ATAR

The ATAR will be based on an aggregate of scaled marks in ten (10) units of Board Developed courses comprising:

- the best two (2) units of English and
- the best eight (8) units from the remaining units, subject to the provision that no more than two (2) units of Category B courses be included

1.7 ATTENDANCE IN RELATION TO THE SATISFACTORY COMPLETION OF A COURSE

For post-compulsory students Principals may determine an appropriate attendance pattern, which will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Principals must give students early warning of the consequences of absences in terms of course completion criteria.

2. THE SCHOOL'S ASSESSMENT PROGRAM

2.1 INTRODUCTION

The Board of Studies requires that schools provide an **Assessment** of each student's performance in the HSC Course, leading up to the HSC examination. For all courses involving an external examination the HSC will show two sets of marks and indicate the position of that student in relation to all NSW students who study that course.

The **first** set of marks will be the examination results in each course studied and presented for the HSC examination. The **second** set of marks will be the school assessment of the student in each of the courses studied. The assessment ranking arrived at by the end of Term 3 in the HSC year will reflect the rank order and relative differences between the achievements of students on specified standards of performance. The standards that these differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions, and other materials to be provided.

The assessment scores provided by the school will be moderated (adjusted) according to the school's performance in the external HSC examination in that course. For example, if students from a school receive a particular range of marks in the examination, (and if their assessments are higher or lower than that range), their assessment scores will be adjusted accordingly. The adjusted assessment scores will also take account of the relative differences between the scores of students as determined by the school.

2.2 ASSESSMENT PROGRAM

2.2.1 Each school has to develop an Assessment Program for each Course. In practical terms this means that schools are required to:

- Set tasks which will be used to measure student performance in each component of a course.
- Specify values for each of these tasks.
- Inform the students of the requirements for each course.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

Each department concerning its relevant subjects prepared the assessment outlines issued and discussed in class. These summaries are derived from the BOS subject guidelines received by the school.

All subject departments will provide for each course more specific details concerning what will be assessed, how it will be assessed and when it will be assessed.

2.2.2 If an assessment task fails to discriminate between students, or is found to be invalid, an additional task (with sufficient notice) will need to be given. **Head Teachers reserve the right to set additional tasks or change the order of tasks if necessary** - if this occurs you will be given sufficient notice.

2.3 REPORTS

Two formal reports on a student's progress will be provided during the assessment period; at the end of Term 1 Year 12, and after the Year 12 Trial HSC (August). These reports will show your progressive ranking in each subject.

In addition, the school may conduct Progress Reviews for every Year 12 student from time to time. These reviews indicate only Satisfactory or Unsatisfactory progress in each course as a guide to students and parents.

2.4 PURPOSE OF ASSESSMENT

- (i) To give students credit for achievements in aspects of their courses of study, which are not tested by the external examination, eg practical skills, field studies, research skills, oral skills, etc.
- (ii) To give students credit for actual achievements throughout the course rather than rely only on performance in the external examination.
- (iii) Formal assessment tasks enhance the normal process of learning and help prepare students for the HSC. **Other activities designed to assist or to measure success in the learning of a particular concept topic or unit are also essential parts of the course. These tasks although not part of the formal Assessment Program also enhance understanding and in doing so help the students prepare both for formal assessment tasks and for the HSC exam itself. You must complete all assigned work.**

2.5 WHEN WILL ASSESSMENT TASKS BE GIVEN?

(Refer to the Guidelines for each course, issued and explained in class)

A requirement of the BOS is that schools make an appropriate, minimum number of measures to ensure a reliable indication of the relative achievement of students. These measures will be obtained by requiring students to perform certain tasks such as tests, essays, assignments, speeches, research, practical work, etc.

Not every task given to students will be marked and used in the formal assessment scheme for a course. It is intended that only certain tasks will be specifically included in the assessment scheme. All other tasks are still to be completed as part of the normal course requirements.

Non-completion of these tasks makes the student liable to an unsatisfactory progress determination in the subject concerned.

Each subject department will provide notice to students of the specific date and time for each assessment task, ten (10) school days in advance.

2.6 WHEN WILL ASSESSMENT BEGIN?

Because the HSC is a statement of a student's performance at the end of Year 12 it will indicate the relative standard of the student at that time. Formal assessment will not begin before Term 4 of Year 11, and in some Courses may not begin until Term 1 of Year 12.

2.7 WHAT IF STUDENTS SCORE ZERO OR FAIL TO COMPLETE ASSESSMENT TASKS?
Head Teachers will inform the Year Adviser and parents/guardians of all cases where a zero is awarded in any assessment task. If a student fails to complete assessment tasks worth 50% of available marks in any course then the Principal will certify that the course has not been satisfactorily studied. Unless the student successfully appeals to the BOS he/she will be awarded neither an assessment mark nor an examination mark and may not be eligible for an HSC.

2.8 WHAT ABOUT STUDENTS WHO CHANGECOURSES/SCHOOLS/REPEAT?
The Board of Studies will be notified as soon as possible of all HSC student movements both in and out of school.

- For students who transfer to NCAPAHS before Term 4 Year 11 (or before the School Assessments commence) no action is necessary. The student would simply be assessed with all the other students in the course at Northmead.
- No student can commence a Board Developed HSC Course unless the Principal is satisfied that the Preliminary Course requirements have been met. The BOS has to be notified.
- For students who transfer to NCAPAHS between the commencements of assessments in a particular course and before the 30th June in an HSC examination year, Northmead is to prepare final assessments based on those tasks, which the students complete at Northmead. Any information forwarded from the previous school may also be taken into account.
- For students who transfer to NCAPAHS after 30th June, the school the student previously attended is to provide the assessments. In these cases the student's moderated assessment will be determined using the scaled examination performance of the previous school.
- For students who transfer in from interstate or overseas only tasks undertaken at Northmead should be assessed.
- For students who repeat Year 12, an assessment will be made based on Year 12 of the repeat year only.

2.9 CAN STUDENTS APPEAL AGAINST MARKS AWARDED IN AN ASSESSMENT TASK?
Teachers will give feedback about why particular marks were awarded and you should discuss any problems with your teacher. Where students feel there are grounds for a reconsideration of their task they must follow the procedure outlined in section 3.10 of this policy.

2.10 No compensation is permitted in the marking of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the Course.

However, if a student believes he or she can show a valid reason for poor performance due to illness or misadventure, then he or she can appeal - in writing and with supporting evidence. In these cases you should discuss the situation with the Principal and the Year Adviser.

2.11 THE ASSESSMENT RANKING

A students' final assessment rank is detailed on the final Year 12 report.

Students may request a review of their Assessment Rankings if they feel that their positions in the order of merit for a course are not consistent with their expectations on the basis of their performances on assessment tasks. This request is made to the School Principal. The school will consider three aspects when considering the appeal:

- The weightings as specified in the school Assessment Program conform to Board requirements (as per subject guides).
- The procedures used by the school for determining the final assessment mark conform with its stated Assessment Program. In particular, the weightings used for the various assessment tasks should be consistent with those specified in the Assessment Program.
- There are no clerical/computational errors.

A committee of teachers will conduct the review.

2.12 WHAT HAPPENS IF A STUDENT IS STILL NOT SATISFIED AFTER THE SCHOOL REVIEWS HIS/HER APPEAL?

The Principal will advise of the procedure to be followed.

Students may appeal to the BOS only on the grounds that the review made by the school was contrary to the requirements of the Board.

2.13 STUDENT GUIDELINES FOR EACH SUBJECT will be issued, explained and discussed in the appropriate class period. Copies of all policies will be held in the Library and by the Year Adviser, Principal, Deputy Principal and can be found on the school website.

2.14 DO YOU NEED ADVICE OR HELP IN REGARD TO THE HSC ASSESSMENT POLICY?

- (a) If it concerns a Course or marks or ranking in a subject, see your teacher.
- (b) If it is about the School Policy, see the Year Adviser, Principal, or Deputy Principal.
- (c) If it is about HSC eligibility or ATAR, see the Careers Adviser.
- (d) Your Year Adviser will always be there to help resolve problems.

YOUR RESPONSIBILITIES IN ASSESSMENT TASKS

- ALL COURSES -

1. *Be familiar with the School HSC Internal Assessment Policy.*
2. *Be familiar with the Assessment Policy in each Course.*
3. *Adhere to the principles of **All My Own Work***
4. *When you are given a task make sure you understand what is required and that you have collected the information needed.*
5. *Do your best work.*
6. *Be fair to other students.*
7. *Hand in your assessment task on time - give it personally to your teacher. If submitting electronically retain a date stamped copy of the task*
8. *Attend all scheduled classes on the day that assessments tasks are due to be submitted or completed.*
9. *Listen to or read carefully the teacher's comments when Assessment Tasks are returned, and act on your teacher's advice.*
10. *Read this Handbook carefully - it explains the procedures, and the consequences if you don't fulfill your responsibilities.*
11. *During examinations and assessment tasks students should refrain from having:-*
 - *Water bottles with labels*
 - *Wrist bands*
 - *Smart watches*
 - *Phones*
 - *Pencil cases – all writing material should be in clear pencil case or clear zip lock bag*

You will be asked to sign an acknowledgement and agreement to abide by Assessment Guidelines.

3. BASIC RULES AND PROCEDURES IN ASSESSMENT TASKS – ALL COURSES -

EXPLAINING YOUR RESPONSIBILITIES

In all HSC Courses at NCAPA High School it is essential that you follow these basic rules and procedures to try to ensure fairness and equal opportunity. These apply to all Assessment Tasks, including examinations.

- 3.1 **ASSESSMENT TASKS MUST BE HANDED TO THE TEACHER ON OR BEFORE THE DUE DATE** according to the instructions you were given by your teacher - if you can't come to school yourself, ask someone reliable to personally hand it to your teacher for you. Make sure you meet any deadlines on the way to completing the task.
- 3.2 **IF YOU ARE ABSENT FROM CLASS WHEN INFORMATION IS GIVEN TO THE CLASS ABOUT AN ASSESSMENT TASK**, it is your responsibility to collect any information from the teacher. You will still have to complete the task by the due date.
- 3.3 **IF YOU ARE ABSENT WHEN AN ASSESSMENT TASK IS PERFORMED**, zero marks will be awarded unless an acceptable reason (if appropriate, supported by medical evidence) is submitted on an Illness/Misadventure Appeal form the first day you return to school. If your reason is accepted, the Head Teacher and class teacher will decide if you will perform the missed task or be given an alternative task. Only in very exceptional cases will an estimate be awarded.

The right to submit an illness/misadventure appeal and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, in such cases of severe illness. This must be submitted within 5 days.

- 3.4 **IF YOU HAND IN YOUR WORK LATE** you will be awarded zero marks, unless you provide adequate evidence, on an Illness/Misadventure Appeal form supported by a doctor's certificate in the case of illness, **to make a case** for late submission of work or for failing to complete a task.

NB: In the great majority of cases the school would expect students to make arrangements to have their assessment tasks delivered to school on or before the due date even if they were absent from school on that day.

- 3.5 **IF YOU KNOW IN ADVANCE THAT YOU WILL BE ABSENT FOR AN ASSESSMENT TASK**, complete an **Illness/Misadventure** Appeal form seeking special consideration, as soon as you are aware of the problem, **before** the Due Date of the Assessment Task. If your request is accepted, the Head Teacher will decide on the appropriate arrangements.
- 3.6 **NO COMPENSATION IS PERMITTED IN THE MARKING** of a particular task because of factors such as illness, misadventure or domestic problems, which might affect the preparation, or performance of a student throughout the course. However, if a student can show a valid reason for poor performance which is due to illness or misadventure, then he/she can appeal in writing and with supporting evidence.
- 3.7 Your Assessment Tasks must reflect the principles of **All My Own Work**. Failure to do so may result in zero marks.
- 3.8 Your Assessment Tasks must be **your best work** as they all contribute directly to your HSC mark as shown in the Faculty Assessment Policies you are given in class. Any non-serious attempt will be awarded zero marks.
- 3.9 **WHEN ASSESSMENT TASKS ARE RETURNED TO YOU** teachers will explain why certain marks were awarded, or show the class examples to follow. You have the responsibility of listening to your teacher's advice and trying for higher marks next time.

3.10 **IF YOU DO NOT UNDERSTAND WHY YOU WERE GIVEN A PARTICULAR MARK**, discuss it with your teacher immediately. Any appeals about marks awarded must be in writing and handed to your teacher **within 5 days** of the task being returned. Once marks are fixed, they cannot be appealed against.

- An appeal must be lodged within 5 days and will be reviewed by the Senior Executive for a final decision.

3.11 **ZERO MARKS MAY BE AWARDED BY THE HEAD TEACHER** if:

- no Assessment Task is handed in.
- you hand in an Assessment Task late without following procedures set out above,
- your explanation for lateness is not accepted.
- you are absent when an Assessment Task is performed and you do not follow the rules above, or if your explanation is not accepted.
- it is established that you acted dishonestly, plagiarised, or gained an unfair advantage in an Assessment Task, i.e. did not apply the principles of All My Own Work.
- you prevented another student from completing an Assessment Task to the best of his or her ability.
- you do not make a serious attempt.

3.12 **IF YOU ARE AWARDED ZERO MARKS IN 2 ASSESSMENT TASKS** in the same course you could be in danger of being given an 'N' determination in that Course.

3.13 **IF A FACULTY NEEDS TO CHANGE THESE BASIC** rules and procedures, the variations will be shown in the individual Course HSC Assessment policies handed out in class, or you will be notified in writing. Check each of your subject policies carefully.

3.14 **ALL SUBMISSIONS FOR SPECIAL CONSIDERATION** (3, 4, 5, 10) must be in writing and submitted on an Illness/Misadventure Claim form at the earliest possible date and discussed with the Head Teacher. (Remember that once marks are decided and recorded they cannot be changed). The Head Teacher in consultation with your class teacher, and with the Senior Executive, will have the final responsibility of making the decision, and the discretion to make alternative arrangements if necessary.

4. HONESTY IN HSC ASSESSMENT – THE STANDARD

The standard sets out the requirements of the Board of Studies for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use of inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice

very seriously and detected malpractice will limit a student's marks and jeopardise his/her Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the independent Commission against Corruption.

BOS ACE MANUAL

4.1 HONESTY IN HSC ASSESSMENT; WHAT CONSTITUTES MALPRACTICE

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School certificate results.

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has continued substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
 - using electronic devices such as - phones > smart watches

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of an explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.



HIGHER SCHOOL CERTIFICATE ILLNESS/MISADVENTURE APPEAL FORM

If you consider that your performance in an Assessment Task was adversely affected by illness or misadventure occurring immediately prior to or during the task.

OR

If you are/were unable to attend an Assessment Task due to illness or misadventure occurring immediately before or during the task.

YOU SHOULD COMPLETE THIS FORM

Please consult the Northmead CAPA High School HSC Assessment Policy before completing the form.

Name: _____ **Roll Class:** _____

Subject: _____ **Date of Assessment Task:** _____

Class Teacher: _____ **Head Teacher:** _____

Type of Appeal: *(please circle)* **ILLNESS** **MISADVENTURE**

Details: *(see over for instructions)* please indicate how this affected your performance.

Student's signature: _____ **Parent's signature:** _____
Date: _____ **Date:** _____

Please hand this completed form to relevant Deputy Principal within 5 school days of the task's due date.

Receipt of Illness/Misadventure Form Acknowledgement

Student: _____ **Subject:** _____

Your appeal was received on: _____ **Signed:** _____

Instructions: For the circumstances of your appeal to be accurately assessed, the following information is required:

In case of illness:

- the date of onset of illness;
- an indication of the duration of the condition.

In case of misadventure:

- the date and time of the occurrence and subsequent events;
- a description of the occurrence.

NB: Please attach supporting documentation

FOR SCHOOL USE ONLY:

Comments by Teacher / Head Teacher:

DECISION:

- Appeal Upheld Appeal Declined

Comment:

Signed: Date:

NOTIFICATION:

- Head Teacher informed Date: _____
- Student informed Date: _____


English Advanced & Standard - Outcomes

These outcomes are derived from the English (Advanced) Objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning.

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

ENGLISH ADVANCED


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	Weighting	Term 4	Term 1	Term 2	Term 2	Term 3
		Week 9	Week 9	Week 4	Week 8	Week 1/2
		Dates: 7/12/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Creative Writing	Task 2 P1 – Short Answer P2 - Essay	Task 3 Listening	Task 4 Speech	Task 5 Trial HSC Exam
1. AREA OF STUDY- Discovery Creative Writing	15	15				
2. AREA OF STUDY- Discovery Short Answer MODULE A- Comparative Study of Text and Context Essay	25		25			
3. MODULE B- Critical Study of Texts Listening Task	15			15		
4. MODULE C- Representation and Text Viewing/ Representing Speech Task					15	
5. Trial HSC Exam						30
Totals	100	15 %	25%	15%	15%	30%
Outcomes		7, 11, 3, 12	2, 3, 4, 10	1, 2A, 5, 9	3, 4, 6, 8	1, 2, 3, 4, 8, 10

- NB**
1. A separate and detailed teaching program will be issued to you
 3. The Outcomes for HSC Advanced English are on page 16

ENGLISH STANDARD


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 2	Term 3
		Week 9	Week 9	Week 4	Week 8	Week 1/2
		Dates: 7/12/17	Date: TBA	Date: TBA	Date:1 TBA	Date: TBA
		Task 1 Creative Writing	Task 2 P1-Short Answer P2-Essay	Task 3 Listening	Task 4 Speech	Task 5 Trial HSC Exam
1. AREA OF STUDY	15	15				
2. AREA OF STUDY- Discovery MODULE A – Experience through Language	25		25			
3. MODULE B – Close Study of a Text	15			15		
4. MODULE C – Texts and Society Research and Composition	15				15	
5. Trial HSC Exam	30					30
Totals	100	15%	25%	15%	15%	30%
Outcomes		3, 7, 11, 12	2, 3, 4, 10	1, 5, 9, 2	3, 4, 6, 8,	1, 2, 3, 4, 8, 10

- NB**
1. A separate and detailed teaching program will be issued to you early in Term 4, 2017.
 2. The Outcomes for HSC Standard English are on page 16

ENGLISH AS A SECOND LANGUAGE


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 2	Term 3
		Week 9	Week 7	Week 6	Week 8	Week 1/2
		Date: 7/12/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task1 Extended Response	Task 2 Short Answer	Task 3 Speech	Task 4 Listening Task	Task 5 Trial HSC Exam
1. LANGUAGE STUDY WITHIN AREA OF STUDY- Discovery	15	15				
2. AREA OF STUDY- Discovery	15		15			
3. MODULE A- Australian Visions	20			20		
4. MODULE B – Living and Working in the community	20				20	
5. Trial HSC Exam	30					30
Totals	100	15%	15%	20%	20%	30%
Outcomes		1, 2, 4, 6, 11	1, 2, 4, 6, 11	1, 2, 4, 5, 6, 9	1, 4, 5, 8, 12	1, 2, 4, 6, 9, 11
<ol style="list-style-type: none"> 1. demonstrates understanding of how relationships between composer, responder, text and context, shape meaning. 2. describes and explains different relationships among texts. 3. demonstrates understanding of cultural reference in texts. 4. uses language relevant to the study of English. 5. demonstrates understanding of how audience and purpose affect the language and structure of texts. 6. interprets texts using key language patterns and structural features. 7. analyses the effect of technology on meaning. 8. adapts a variety of textual forms to different purposes, audiences and contexts, in all modes. 9. engages with the details of text in order to develop a considered and informed personal response. 10. assesses the appropriateness of a range of processes and technologies in the Investigation and organisation of information and ideas. 11. analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences. 12. draws upon the imagination to transform experience and ideas into text demonstrating control of language. 13. reflects on own processes of responding and composing. 14. reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English 						

ENGLISH EXTENSION 1


HSC ASSESSMENT SCHEDULE – 2017/2018

Module – Texts and ways of Thinking Elective - Navigating the Global

 Component	weighting	Term 1	Term 2	Term 2	Term 3
		Week 5	Week 3	Week 8	Week 1/2
		Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Mind Map and Representation	Task 2 Critical Analysis	Creative Writing Portfolio	Task 3 Trial HSC Exam
1.Representation	10	10			
2.Critical and Creative Thinking	10		10		
3.Creative Writing	10			10	
4.Trial HSC Exam	20				20
Totals	50	10	10	10	20
Outcomes		1, 3, 4	1, 2, 3	1, 2, 3	1, 2, 3, 4


ENGLISH EXTENSION 2

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 2	Term 2
		Week 8	Week 2	Week 5
		Date: 29/11/17	Date: TBA	Date: TBA
		Task 1 Viva Voce	Task 2 Report	Task 3 Draft Major Work
1. Viva Voce addressing the Proposal for the Major Work	10	10		
2. Report	15		15	
3. Draft version of Major Work	25			25
Totals	50	15	15	25
Outcomes		1, 2	1, 2	1, 2

ENGLISH STUDIES – ENGLISH DEPARTMENT


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 8	Week 7	Week 5
		Date : 7/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Module A	Task 2 Mandatory Module	Task 3 Module B	Task 4 Module C
1. Module A	40	40			
2. Mandatory Module	20		20		
3. Module B	20			20	
4. Module C	20				20
Totals	100	40%	20%	20%	20%

- 1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- 1.2 explains the ideas and values of the texts
- 1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
- 1.4 Produces a range of texts that demonstrated knowledge, understanding and skills gained in conveying meaning through language and other techniques
- 1.5 comprehends sustained written, spoken and multi-media texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education
- 1.6 demonstrates further development of skills in expression of 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
- 1.7 demonstrates skills in using language conventions of a variety of textual forms
- 3.1 recognises a range of purposes for and context in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- 4.1 plans and organises to complete tasks or projects, both individually and collaboratively
- 4.2 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


ANCIENT HISTORY – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 1	Term 1	Term 2	Term 3
		Week 2	Week 7	Week 6	Week 1/2
		Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Historical Period	Task 2 In class Task - Personality	Task 3 Pompeii	Task 4 Trial HSC Exam
1. Knowledge and Understanding	40	10	5	10	15
2. Source Based Skills	20		5	10	5
3. Historical Inquiry and Research	20	10	5	5	
4. Communication and historical Understanding in appropriate terms	20	5	5		10
Totals	100	25	20%	25	30%
Outcomes		1.1, 2.1, 3.1, 3.2, 3.2, 3.4, 4.1,	1.1, 2.1, 3.1, 3.2, 3.4, 3.5, 4.1, 4.1	1.1, 2.1, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2	1.1, 2.1, 3.1, 3.3, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2
<p>H1.1 describes and assesses the significance of key people, groups, events, institutions, societies and sites within the historical context</p> <p>H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world</p> <p>H3.1 locate, select and organise relevant information from a variety of sources</p> <p>H3.2 discuss relevant problems of sources for reconstructing the past</p> <p>H3.3 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 analyse issues relating to ownership and custodianship of the past</p> <p>H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources</p> <p>H4.1 use historical terms and concepts appropriately</p> <p>H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms</p>					


BUSINESS STUDIES – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 7	Week 5	Week 1/2
		Date: 20/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Operations In class response to case study	Task 2 Marketing Business Research Interpretation	Task 3 Finance Task Multiple choice, short and extended response	Task 4 Trial HSC Exam
1. Knowledge and Understanding	40	5	10	10	15
2. Stimulus Based Skills	20	10			10
3. Inquiry and Research	20		10	10	
4. Communication of Business Ideas and Issues in appropriate terms	20	5	5	5	5
Totals	100	20%	25%	25%	30%
Outcomes		1.2, 5.1, 5.2, 5.3	2.1, 3.1, 3.2, 3.3, 4.1, 4.3, 5.3, 5.4	1.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3	1/1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.3
<p>H1 critically analyses the role of business in Australia and globally</p> <p>H2 evaluates management strategies in response to changes in internal and external influences</p> <p>H3 discusses the social and ethical responsibilities of management</p> <p>H4 analyses business functions and processes in large and global businesses</p> <p>H1 explains management strategies and their impact on businesses</p> <p>H2 evaluates the effectiveness of management in the performance of businesses</p> <p>H3 plans and conducts investigations into contemporary business issues</p> <p>H4 organises and evaluates information for actual and hypothetical business situations</p> <p>H5 communicates business information, issues and concepts in appropriate formats</p> <p>H6 applies mathematical concepts appropriately in business situations</p>					

ECONOMICS – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Week 1/2
		Date: 27/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 In class objective and short-answer response Questions	Task 2 Research and related in-class extended response Global economy and Economic Issues	Task 3 Economic Policies and Management Research and Interpretation Application and Communication	Task 4 Trial HSC Exam
1. Knowledge and Understanding of course content	40	5	10	10	15
2. Stimulus Based Skills	20	10			10
3. Inquiry and Research	20		10	10	
4. Communication of Economic Ideas and Issues in appropriate terms	20	5	5	5	5
Totals	100	20%	25%	25%	30%
Outcomes		1, 2, 3, 4, 7, 10, 11	1, 3, 4, 7, 10, 11	1, 2, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 11
<p>H1. demonstrates understanding of economic terms, concepts and relationships H2. analyses the economic role of individuals, firms, institution 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 dealing with problems and issues in contemporary and hypothetical content 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</p>					

GEOGRAPHY – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 6	Week 6	Week 1/2
		Date: 1/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Fieldwork Report on Urban Places - Ecosystems at Risk	Task 2 In-class task (objective response and short answer questions)	Task 3 Geographic Inquiry People and Economic Activity	Task 4 Trial HSC Exam
1. Knowledge and Understanding of course content	40	5	10	5	20
2. Geographic Tools and Skills	20	5	5	5	5
3. Geographic Inquiry and Research including Fieldwork	20	5	5	10	
4. Communication of Economic Ideas and Issues in appropriate terms	20	5	5	5	5
Totals	100	20%	25%	25%	30%
Outcomes		1, 2, 3, 4, 7, 10, 11	1, 3, 4, 7, 10, 11	1, 2, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5, 6, 7, 8, 10, 11
H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity H2 explains the factors which place ecosystems at risk and the reasons for their Protection H3 analyses contemporary urban dynamics and applies them in specific contexts H4 analyses the changing spatial and ecological dimensions of an economic activity H5 evaluates environmental management strategies in terms of ecological Sustainability H6 evaluates the impacts of, and responses of people to, environmental change H7 justifies geographical methods applicable and useful in the workplace and relevant to 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.					


LEGAL STUDIES – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 5	Week 1/2
		Date: 4/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Crime In-class task (Extended Response)	Task 2 In class Task (Multiple choice and Short Answer)	Task 3 Focus Study 2 In-class essay	Task 4 Trial HSC Exam
1. Knowledge and Understanding of course content	60	10	20	10	20
2. Research	20	5	5	5	5
4. Communication	20	5	5	5	5
Totals	100	20%	30%	20%	30%
Outcomes		1, 2, 3, 4, 6, 8	2, 3, 4, 5, 6, 7, 8, 9	1, 3, 4, 5, 6, 8, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<p>H1. identifies and applies legal concepts and terminology</p> <p>H2. describes and explains key features of and the relationship between Australian and international law</p> <p>H3. analyses the operation of domestic and international legal systems</p> <p>H4 evaluates the effectiveness of the legal system in addressing issues.</p> <p>H5. explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.</p> <p>H6. assesses the nature of the interrelationship between the legal system and society</p> <p>H7. evaluates the effectiveness of the law in achieving justice.</p> <p>H8. locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.</p> <p>H9. communicates legal information using well-structured and logical arguments.</p> <p>H10 analyses differing perspectives and interpretations of legal information and issues.</p>					


MODERN HISTORY – HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 8	Week 7	Week 1/2
		Date: 4/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 World War 1 Source Analysis	Task 2 In class task	Task 3 Personality Perspectives Interpretations	Task 4 Trial HSC Exam
1. Knowledge and Understanding of course content	40	10		10	20
2. Source-based skills	20	10			10
3. Historical Inquiry and Research	20		15	5	
4. Communication of historical understanding in appropriate forms	20		10	10	
Totals	100	20%	25%	25%	30%
Outcomes		1.1, 1.2, 3.3, 3.4, 4.1	1.2, 2.1, 3.1, 3.2, 4.2	1.1, 3.1, 3.2, 3.4, 3.5, 4.2	1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2
H1.1		describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies			
H1.2		analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies			
H2.1		explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century			
H3.1		ask relevant historical questions			
H3.2		locate, select and organise relevant information from different types of sources			
H3.3		analyse and evaluate sources for their usefulness and reliability			
H3.4		explain and evaluate differing perspectives and interpretations of the past			
H3.5		plan and present the findings of historical investigations, analysing and synthesising information from different types of sources			
H4.1		use historical terms and concepts appropriately			
H4.2		communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms			


HISTORY EXTENSION– HSIE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
		Date: 4/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 History Proposal and Synopsis	Task 2 In class task	Task 3 Personality Perspectives Interpretations	Task 4 Trial HSC Exam
1. Knowledge and Understanding of significant historical ideas and processes	20		10		10
2. Skills in designing and undertaking historical inquiry – The History Project	80	20		60	
Totals	100	20%	10%	60%	10%
Outcomes		E1.1, E1.2	E1.1, E2.2	E2.1, E2.3	E1.1, E2.2
<p>E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches</p> <p>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</p> <p>E2.2 communicates through detailed, well structured texts to explain, argue, discuss, analyse and evaluate historical issues</p> <p>E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions</p>					

MATHEMATICS 2 UNIT- MATHS DEPARTMENT


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 1/2
		Date: 5/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1	Task 2 In class task	Task 3	Task 4 Trial HSC Exam
1. Concepts, Skills and Techniques	50	7.5	15	7.5	20
2. Reasoning and Communication	50	7.5	15	7.5	20
Totals	100	15%	30%	15%	40%
Outcomes					
<p>H1. seeks to apply mathematical techniques to problems in a wide range of practical contexts</p> <p>H2. constructs arguments to prove and justify results.</p> <p>H3. manipulates algebraic expressions involving logarithmic and exponential functions</p> <p>H4. expresses practical problems in mathematical terms based on simple given models</p> <p>H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems</p> <p>H6 uses the derivative to determine the features of the graph of a function</p> <p>H7 uses the features of a graph to deduce information about the derivative</p> <p>H8 uses techniques of integration to calculate areas and volumes</p>					

MATHEMATICS EXTENSION 1-


MATHS DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 6	Week 1/2
		Date: 8/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1	Task 2 In class task	Task 3	Task 4 Trial HSC Exam
1. Concepts, Skills and Techniques	50	7.5	15	7.5	20
2. Reasoning and Communication	50	7.5	15	7.5	20
Totals	100	15%	30%	15%	40%
Outcomes					
<p>HE1. appreciates interrelationships between ideas drawn from different areas of mathematics.</p> <p>HE2. uses inductive reasoning in the construction of proofs.</p> <p>HE3. uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay</p> <p>HE4. uses the relationship between functions, inverse functions and their derivatives</p> <p>HE5. applies the chain rule to problems including those involving velocity and acceleration as functions of displacement</p> <p>HE6. determines integrals by reduction to a standard form through a given substitution</p>					

MATHEMATICS EXTENSION 2- MATHS DEPARTMENT


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 1/2
		Date: 6/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1	Task 2 In class Task	Task 3	Task 4 Trial HSC Exam
1. Concepts, Skills and Techniques	50	7.5	15	7.5	20
2. Reasoning and Communication	50	7.5	15	7.5	20
Totals	100	15%	30%	15%	40%
Outcomes					
<p>HE1. appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems</p> <p>HE2. chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings</p> <p>HE3. uses the relationship between algebraic and geometric representations of complex numbers and of conic sections</p> <p>HE4. uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials</p> <p>HE5 uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motions</p> <p>HE6 combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions</p> <p>HE7 uses the techniques of slicing and cylindrical shells to determine volumes</p> <p>HE8 applies further techniques of integration, including partial fractions, integration by part and recurrence formulae, to problems</p>					

HSC ASSESSMENT SCHEDULE – 2017/2018

MATHEMATICS GENERAL 1-


MATHS DEPARTMENT

 Component	weighting	Term 4 Week 9 Date: 5/12/17 Task 1	Term 1 Week 9 Date : TBA Task 2 In class task	Term 2 Week 6 Date: TBA Task 3	Term 3 Week 1/2 Date: TBA Task 4 Trial HSC Exam		
		1. Concepts, Skills and Techniques	50	7.5	15	7.5	20
		2.Reasoning and Communication	50	7.5	15	7.5	20
Totals	100	15%	30%	15%	40%		
Outcomes							
<p>MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts.</p> <p>MG1H-2 analyses representations of data in order to make predictions.</p> <p>MG1H-3 makes predictions about everyday situations based on simple mathematical models</p> <p>MG1H-4 analyses simple two-dimensional and three-dimensional models to solve practical problems.</p> <p>MG1H-5 interprets the results of measurements and calculations and makes judgements reasonableness, including conversion to appropriate units</p> <p>MG1H-6 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MG1H-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MG1H-8 solves problems involving uncertainty using basic counting techniques</p> <p>MG1H-9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts</p> <p>MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources communicating position clearly to others.</p> <p>MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society</p>							

HSC ASSESSMENT SCHEDULE – 2017/2018


MATHEMATICS GENERAL 2

MATHS DEPARTMENT

 Component	Weighting	Term 4 Week 9	Term 1 Week 9	Term 2 Week 6	Term 3 Week 1/2
		Date: 5/12/17	Date: TBA	Date: TBA	Date : TBA
		Task 1	Task 2 In class task	Task 3	Task 4 Trial HSC Exam
1. Concepts, Skills and Techniques	50	7.5	15	7.5	20
2. Reasoning and Communication	50	7.5	15	7.5	20
Totals	100	15%	30%	15%	40%
Outcomes					
<p>MG2H-1 uses mathematics and statistics to evaluate arguments in a range of familiar and unfamiliar contexts.</p> <p>MG2H-2 analyses representations of data in order to make inferences, predictions and conclusions.</p> <p>MG2H-3 makes predictions about situations based on mathematical model to solve practical problems, including those involving spheres and non-right angled triangles</p> <p>MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right angled triangles</p> <p>MG2H-5 interprets the results of measurements and calculations and makes judgements reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units</p> <p>MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data</p> <p>MG2H-8 solves problems involving counting techniques, multistage events and expectations</p> <p>MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of contexts</p> <p>MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources communicating position clearly to others, and justifies a response.</p> <p>MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society</p>					


AGRICULTURE – SCIENCE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

	weighting	Term 1	Term 2	Term 3
		Week 5	Week 8	Week 1/2
		Date: TBA	Date: TBA	Date: TBA
		Task 1 Animal/Plant Production Experimental Report	Task 2 Farm Product Study Test	Task 3 Trial HSC Exam
Knowledge and understanding of <ul style="list-style-type: none"> · The Physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems · The impact of innovation, ethics and current issues on Australian agricultural systems. 	40	20		20
<ul style="list-style-type: none"> · Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner · Knowledge of, and skills in, decision-making and the evaluation of technology and management of techniques used in sustainable agriculture production and marketing 	40		30	10
Skills in effective research, experimentation and communication	20	20		
Totals	100	40%	30%	30%
Outcomes		1.1, 2.1, 2.2, 4.1	3.1, 3.2, 3.3, 3.4	1.1, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1
H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production H2.1 describes the inputs, processes and interactions of plant production systems H2.2 describes the inputs, processes and interactions of animal production systems H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products H3.2 critically assesses the marketing of a plant OR animal product H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products H3.4 evaluates the management of the processes in agricultural systems H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems				


BIOLOGY – SCIENCE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 10	Week 6	Week 1/2
		Date: 27/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 In class Task	Task 2 First Hand Investigation	Task 3 Secondary Source Investigation	Task 4 Trial HSC Exam
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution 	40	15		5	20
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30		10	15	5
Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30	5	10	10	5
Totals	100	20%	20%	30%	30%
Outcomes		H 1 – H 15	H11- H15	H1, H11 – H15	H1 – H15
H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking. H2 analyses the ways in which models, theories and laws in biology have been tested and validated H3 assesses the impact of particular advances in biology on the development of technologies H4 assesses the impacts of applications of biology on society and the environment H5 identifies possible future directions of biological research H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism H7 analyses the impact of natural and human processes on biodiversity H8 evaluates the impact of human activity on the interactions of organisms and their environment H9 describes the mechanisms of inheritance in molecular terms H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution H11 justifies the appropriateness of a particular investigation plan H12 evaluates ways in which accuracy and reliability could be improved in investigations H13 uses terminology and reporting styles appropriately and successfully to communicate information 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					


CHEMISTRY– SCIENCE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 1/2
		Date : 30/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Secondary Source Investigation	Task 2 In class Task	Task 3 Practical Assessment	Task 4 Trial HSC Exam
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry Atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry 	40	10	10	5	15
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30	5	5	15	5
Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30	5	5	10	10
Totals	100	20%	20%	30%	30%
Outcomes		H4,H14 ,H16	H1- H15	H11-H14	H1 – H15
H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking. H2 analyses the ways in which models, theories and laws in chemistry have been tested and validated H3 assesses the impact of particular advances in chemistry on the development of technologies H4 assesses the impacts of applications of chemistry on society and the environment H5 identifies possible future directions of chemical research H6 explains reactions between elements and compounds in terms of atomic structures and periodicity H7 describes the chemical basis of energy transformations in chemical reactions H8 assesses the range of factors which influence the type and rate of chemical reactions H9 describes and predicts reactions involving carbon compounds H10 analyses stoichiometric relationships H11 justifies the appropriateness of a particular investigation plan H12 evaluates ways in which accuracy and reliability could be improved in investigations H13 uses terminology and reporting styles appropriately and successfully to communicate information 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					


PHYSICS – SCIENCE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 7	Term 1 Week 10	Term 2 Week 2	Term 3 Week 1/2
		Date : 28/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 In class Task	Task 2 First hand investigation	Task 3 Secondary source Investigation	Task 4 Trial HSC Exam
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics Kinematics and dynamics, energy, waves, fields and matter 	40	15		5	20
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30		10	15	5
Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30	5	10	10	5
Totals	100	20%	20%	30%	30%
Outcomes		2, 7, 9, 11, 12, 13, 14	1, 2, 3, 4, 6, 7, 9, 10, 11	7, 9, 12, 13, 14	All outcomes
H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking. H2 analyses the ways in which models, theories and laws in physics have been tested and validated H3 assesses the impact of particular advances in physics on the development of technologies H4 assesses the impacts of applications of physics on society and the environment H5 identifies possible future directions of physics research H6 explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity H7 explains the effects of energy transfers and energy transformations H8 analyses wave interactions and explains the effects of those interactions H9 explains the effects of electric, magnetic and gravitational fields H10 describes the nature of electromagnetic radiation and matter in terms of the particles H11 justifies the appropriateness of a particular investigation plan H12 evaluates ways in which accuracy and reliability could be improved in investigations H13 uses terminology and reporting styles appropriately and successfully to communicate information 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					


SENIOR SCIENCE – SCIENCE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 8	Term 1 Week 10	Term 2 Week 4	Term 3 Week 1/2
		Date : 27/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 First-hand Investigation	Task 2 In class task	Task 3 Secondary Source Investigation	Task 4 Trial HSC Exam
Knowledge and understanding of <ul style="list-style-type: none"> The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science The research of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy 	40		15	5	20
Skills in <ul style="list-style-type: none"> planning and conducting first-hand investigations gathering and processing first-hand information gathering and processing relevant information from secondary sources 	30	15		15	
Skills in <ul style="list-style-type: none"> communicating information and understanding developing scientific thinking and problem solving techniques working individually and in teams 	30	5	5	10	10
Totals	100	20%	20%	30%	30%
Outcomes		2, 8, 11, 12, 13, 14, 15	3, 4, 6, 7, 8, 9, 10, 13, 14	1, 5, 12, 13, 14	All outcomes
<ol style="list-style-type: none"> discusses advances in scientific understanding and technology that have changes the direction or nature of scientific thinking applies the processes that are used to test and validate models, theories and laws to investigations assess the contribution of scientific advances on the development of technologies assess the impact of applications of science on society and the environment describes possible future directions of scientific research describes uses of the Earth's resources identifies effects of internal and external environmental changes on the human body relates the properties of chemicals to their uses relates the structure of the body organs and systems to their function discusses ways in which different forms of energy and energy transfers and transformations are used justifies the appropriateness of a particular investigation evaluates ways in which accuracy and reliability could be improved in investigations uses terminology and reporting styles appropriately and successfully to communicate information and understanding assess the validity of conclusions from gathered data and information explains why an investigation is best undertaken individually or by a team 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 					


COMMUNITY AND FAMILY STUDIES – TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

	Component	Weighting	Term 1	Term 1	Term 1	Term 2	Term 3
			Week 1	Week 7	Week 9	Week 9	Week 1/2
			Date: TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA
			Task 1 Independent Research Project	Task 2 Groups in Context In class writing task	Task 3 In class task	Task 4 Impact of Technology Case Study	Task 5 Trial HSC Exam
	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> Resource Management Positive Relationship Range of societal factors 	40		10	5	10	15
	Skills in <ul style="list-style-type: none"> Applying management processes to meet special needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing 	25		5	5	10	5
	Knowledge and understanding about research, methodology and skills in researching critical thinking, analysis and communicating	35	20	5	5		5
Totals		100	20%	20%	15%	20%	25%
Outcomes			4.1, 4.2	1.1, 2.2, 2.3, 3.1	1.1,2.2,2.3 3.1,3.3,4.1,	2.3, 3.3, 4.1, 4.2,	
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups families and communities						
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities						
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing						
H3.1	analyses the socio-cultural factors that lead to special needs of individuals in groups						
H3.2	evaluates networks available to individuals, groups and families within communities						
H3.3	critically analyses the role of policy and community structures insupporting diversity						
H4.1	justifies and applies appropriate research methodologies						
H4.2	communicates ideas, debates issues and justifies opinions						
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources						
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments						
H7.3	appreciates the value of resource management in response to change						
H2.1	analyses different approaches to parenting and caring relationships						
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities						
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments						
H6.1	analyses how the empowerment of women and men influences the way they function within society H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society						
H7.2	develops a sense of responsibility for the wellbeing of themselves and others						
H7.4	values the place of management in coping with a variety of role expectations						


DESIGN AND TECHNOLOGY – TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

	Component	weighting	Term 4	Term 1	Term 1	Term 2	Term 3
			Week 9	Week 6	Week 9	Week 8	Week 1/2
			Date: 5/12/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
			Task 1 Initial Design Folio MDP	Task 2 Innovation Case Study Assignment	Task 3 In class task	Task 4 Major Design Project and Design	Task 5 Trial HSC Exam
1. Innovation and Emerging Technology	20	5	5	5		5	
2. Presentation of Research Technologies	20		15		5		
3. Design and Producing	60	10	5	10	15	20	
Totals	100	15%	25%	15%	20%	25%	
Outcomes		3.1, 4.1, 5.1	2.2, 3.1, 3.2	1.1, 2.1, 3.1, 4.1, 4.2, 5.1, 5.2	1.2, 3.2, 4.1, 4.2, 5.1, 5.2	1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 5.2	
<p>H1.1 critically analyses the factors affecting design and the development and success of the design projects</p> <p>H1.2 relates the practices and processes of designers and producers to the major project</p> <p>H2.1 explains the influence of trends in society on design and production</p> <p>H2.2 evaluates the impact of design and innovation and the success of innovation</p> <p>H3.1 analyses the factors that influence innovation and the success of innovation</p> <p>H3.2 uses creative and innovative approaches in designing and producing</p> <p>H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project</p> <p>H4.2 selects and uses resources responsibly and safely to realise a quality major design project</p> <p>H4.3 evaluates the processes undertaken and the impacts of the major design project</p> <p>H5.1 manages the development of the quality major design project</p> <p>H5.2 selects and uses appropriate research methods and communication techniques</p> <p>H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices</p> <p>H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development</p>							


FOOD TECHNOLOGY – TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

	Component	weighting	Term 4	Term 1	Term 2	Term 2	Term 3
			Week 7	Week 7	Week 1	Week 9	Week 1/2
			Date: 20/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
			Task 1 Research Booklet	Task 2 Company Investigation	Task 3 Semester Task	Task 4 Food Product Plan	Task 5 Trial HSC Exam
	Knowledge and understanding of Food Technology	20		5	5		10
	Skills in researching, analysing and communicating food Issues	30	5	10	5	5	5
	Skills in experimenting with and preparing foods by applying theoretical concepts	30	15			15	
	Skills in designing, implementing and evaluating solutions to food situations	20	5	5		5	5
	Totals	100	25%	20%	10%	25%	20%
			2.1, 3.2, 5.1	1.2, 1.4, 3.1	1.2, 1.4, 2.13.1, 3.2	1.1, 4.1, 4.2	All except 1.3, 1.4
<p>H1.1 explains manufacturing processes and technologies used in the production of food products</p> <p>H1.2 examines the nature and extent of the Australian food industry</p> <p>H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations</p> <p>H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment</p> <p>H2.1 evaluates the relationship between food, its production, consumption, promotion and health</p> <p>H3.1 investigates operations of one organisation within the Australian food industry</p> <p>H3.2 independently investigates contemporary nutrition issues</p> <p>H4.1 develops, prepares and presents food using product development processes</p> <p>H4.2 applies principles of food preservation to extend the life of food and maintain safety</p>							

ENGINEERING STUDIES – TAS DEPARTMENT


HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 7	Term 1 Week 9	Term 2 Week 2	Term 2 Week 8	Term 3 Week 1/2
		Date: 24/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Engineering Report – Civil Structures	Task 2 In class Task	Task 3 Engineering Report – Personal & Public Transport	Task 4 Impact of Technology Case Study	Task 5 Trial HSC Exam
1. Knowledge and understanding of engineering principles and developments in technology	50	5	10	5	10	20
2. Skills in research, problem solving and communication related to engineering	30		10	5	5	10
3. Understanding the scope and role of engineering including management and problem solving	20	5		5	5	5
Totals	100	10%	20%	15%	20%	35%
Outcomes		1.1, 2.2, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	1.2, 2.1, 3.1, 3.3, 4.2, 6.2	1.1, 2.2, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	1.1, 2.2, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.2, 4.3, 5.2, 6.1, 6.2,
<p>H1.1 describes the scope of engineering and critically analyses current innovations</p> <p>H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering</p> <p>H2.1 determines suitable properties, uses and applications of materials in engineering</p> <p>H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society</p> <p>H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice</p> <p>H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports</p> <p>H3.3 develops and uses specialised techniques in the application of graphics as a communication tool</p> <p>H4.1 investigates the extent of technological change in engineering</p> <p>H4.2 applies knowledge of history and technological change in engineering</p> <p>H4.3 appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems</p> <p>H5.1 works individually and in teams to solve specific engineering problems and in the preparation of engineering reports</p> <p>H5.2 selects and uses appropriate management and planning skills related to engineering</p> <p>H6.1 demonstrates skills in research and problem-solving related to engineering</p> <p>H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering</p>						

INFORMATION PROCESSES AND TECHNOLOGY


TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 1	Term 2	Term 3
		Week 8	Week 6	Week 9/10	Week 6	Week 1/2
		Date : 30/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Transaction Processes Project	Task 2 Oral Presentation Comm.	Task 3 Half Yearly Exam	Task 4 Multi-media Project	Task 5 Trial HSC Exam
1. Project Work	20	5	5	5		5
2. Information Systems and Databases	20	5		5	5	5
3. Communication Systems	20		15			5
4. Transaction Processing Systems	20	5		10		5
5. Multimedia Systems	20				15	5
Totals	100	15%	20%	20%	20%	25%
		1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2	1.1, 2.1, 3.1, 3.2, 4.1, 5.1, 6.2	1.2, 1.4, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2
H1.1	applies an understanding of the nature and function of information technologies to a specific practical solution					
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 solution for an identified need which addresses all of the information processes					
H3.1	evaluates the effect of information systems on the individual, society and the environment					
H3.2	demonstrates ethical practice in the use of information system, technologies and processes					
H4.1	proposes 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					
H6.1	analyses situations, identifies a need and develops solutions					
H6.2	selects and applies a methodical approach to planning, designing or implementing a solution.					
H7.1	implements effective management techniques					
H7.2	uses methods to thoroughly document the development of individual and/or group projects					


INDUSTRIAL TECHNOLOGY – TIMBER TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE 2017/2018

 Component	weighting	Term 4	Term 1	Term 1	Term 2	Term 3
		Week 7	Week 6	Week 9	Week 6	Week 1/2
		Date: 20/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Document ations of Major Project - Folio	Task 2 Industry Study Assignment	Task 3 In class task	Task 4 Progression on Major Project	Task 5 Trial HSC Exam
1. Industry Study	15		5	5		5
2. Major Project	60	30			30	
3. Industry Related Manufacturing Technology	25			10		15
Totals	100	30%	5%	15	30%	20%
		1.1, 1.2, 3.1, 4.2, 5.1, 5.2	1.1, 1.2, 1.3, 3.2, 5.1, 5.2, 7.1, 7.2	1.1, 1.2, 1.3, 3.1, 3.2, 4.3, 5.1, 5.2, 6.2, 7.1, 7.2	2.1, 3.3, 4.1, 4.3, 5.1, 5.2, 6.2	1.1, 1.2, 1.3, 3.1, 3.2, 4.3, 5.1, 5.2, 6.2, 7.1, 7.2
<p>H1.1 investigates industry through the study of businesses in one focus area</p> <p>H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry</p> <p>H1.3 identifies important historical development in the focus area industry</p> <p>H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques</p> <p>H3.1 demonstrates skills in sketching, producing and interpreting drawings</p> <p>H3.2 selects and applies appropriate research and problem-solving skills</p> <p>H3.3 applies and justifies design principles effectively through the production of a Major Project.</p> <p>H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project</p> <p>H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills</p> <p>H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components</p> <p>H5.1 selects and uses communication and information processing skills</p> <p>H5.2 examines and applies appropriate documentation techniques to project management H6.2 applies the principles of quality and quality control</p> <p>H7.1 explains the impact of the focus area industry on the social and physical environment</p> <p>H7.2 analyses the impact of existing, new and emerging technologies of the focus industry</p>						


INDUSTRIAL TECHNOLOGY-MULTIMEDIA TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE 2017/2018

 Component	weighting	Term 4	Term 1	Term 1	Term 2	Term 3
		Week 7	Week 6	Week 9	Week 6	Week 1/2
		Date: 20/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Document ations of Major Project - Folio	Task 2 Industry Study Assignment	Task 3 In class task	Task 4 Progression on Major Project	Task 5 Trial HSC Exam
1. Industry Study	15		5	5		5
2. Major Project	60	30			30	
3. Industry Related Manufacturing Technology	25			1 0		15
Totals	100	30%	5%	15	30%	20%
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 development in the focus area industry H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques H3.1 demonstrates skills in sketching, producing and interpreting drawings H3.2 selects and applies appropriate research and problem-solving skills H3.3 applies and justifies design principles effectively through the production of a Major Project. H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical 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 H6.2 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						


TEXTILES AND DESIGN – TAS DEPARTMENT

HSC ASSESSMENT SCHEDULE

 Component	weighting	Term 4	Term 1	Term 1	Term 2	Term 3
		Week 7	Week 6	Week 9/10	Week 8	Week 1/2
		Date: TBA	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Artistic Endeavour	Task 2 Emerging Textiles	Task 3 In class task	Task 4 MTP 4 Portfolio progress mark	Task 5 Trial HSC Exam
Knowledge and understanding of textiles and the textiles industry	50	5	10	5	10	20
Skills in outcomes design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	50	15	15		20	
Totals	100	20%	25%	5%	30%	20%
Outcomes		1.3, 5.1, 5.2	3.1, 3.2, 4.1	1.3, 3.1, 3.2, 4.2, 5.1, 5.2	1.1, 1.2, 2.1, 2.2, 2.3, 4.2, 6.1	All outcomes
H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements H1.3 identifies the principles of colouration for specific end-uses H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences H2.2 demonstrates proficiency in the manufacture of a textile item/s H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion H6.1 analyses the influence of historical, cultural and contemporary developments on textiles. H3.1 explains the interrelationship between fabric, yarn and fibre properties H3.2 develops knowledge and awareness of emerging textile technologies H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use H5.1 investigates and describes aspects of marketing in the textile industry H5.2 analyses and discusses the impact of current issues on the Australian textiles industry H6.1 analyses the influence of historical, cultural and contemporary developments of textiles.						

DANCE - CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

Component	Weight	Term 4 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Week 1/2
		Date: 12/12/17	Date: TBA	Date: TBA	Dates : TBA
		Task 1 and 2 Core 1 <i>Performance Interview</i> <i>Performance Questions in Progress</i> Core 2 <i>Composition in Progress Interview</i> <i>Rationale</i> <i>Composition Logbook in Progress</i>	Task 3 and 4 Core 3 <i>Appreciation</i> Option Major Project <i>Interview</i> <i>Logbook/Qs &/or</i> <i>2 Essay</i> <i>Questions for Major Apprec.</i>	Task 5 Core 2 <i>Composition Interview</i> <i>Rationale</i> <i>Final Log Book</i>	Task 6, 7, 8 Trial HSC Exam Period Core 1 <i>Performance Interview</i> <i>Performance Questions Completed</i> Core 3 <i>Appreciation</i> Option Major Project <i>Interview</i> <i>Logbook Qs &/or</i> <i>3 Essay Questions for Major Apprec.</i>
1.Core 1 Performance	20	10			10
2.Core 2 Composition	20	10		10	
3.Core 3 Appreciation	20		10		10
4.Major Option Performance, Composition, Appreciation	40		20		20
Totals	100	20%	30%	10%	40%
		1.1, 1.2, 1.3, 2.1, 2.2, 2.3 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 Option - Major	1.1, 1.2, 1.3, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3 4.1, 4.2, 4.3, 4.4, 4.5 Option - Major
H1.1	understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form				
H1.2	performs, composes and appreciates dance as an art form				
H1.3	appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dance				
H1.4	acknowledges and appreciates the relationship of dance and other media				
H2.1	understands performance quality, interpretation and style relating to dance performance				
H2.2	performs dance skills with confidence, commitment, focus, consistency performance quality and with due consideration of safe dance practices				
H2.3	values the diversity of dance performance				
H3.1	identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent				
H3.2	demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent				
H3.3	recognises the values the role of dance in achieving individual expression				
H3.4	explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent				
H4.1	understands the concept of differing artistic, social and cultural contexts of dance				
H4.2	recognises, analyses and evaluates the distinguishing features of major dance works				
H4.3	utilises the skills of research and analysis to examine dance as an art form				
H4.4	demonstrates in written and oral form, the ability to analyse and synthesise				
H4.5	acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation				

DRAMA - CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

Course Content

HSC Examination (External)	Components & Weighting
1. Written examination (1½ hour paper)	40%
2. Individual project	30%
3. Group performance	30%
TOTAL	100

School Assessment (Internal)	Components &	Key
Knowledge & Skills in:		Marking 40
1. Australian Drama and Theatre	30	
2. Studies in Drama and Theatre	30	Performing 30
3. Development in the Group Performance	20	Critical Studying 30
4. Development of the Individual Project	20	
	100 Marks	

AND


Australian Drama and Theatre	Core content – one (1) topic from two.
Studies in Drama and Theatre	One (1) topic from a choice of eight.
Group	Core content
Individual Project	One (1) project to be
Either or or or Script or Critical Video Drama Design Performance	One (1) project to be chosen

An important requirement for the HSC Internal Assessment is the **LOGBOOK**. During the development of the group and individual projects students are required to keep two (2) logbooks (one for each project) recording the research, analysis and developmental process. These logbooks will be continually assessed by the Drama teacher and must be submitted with the Individual and Group projects to the HSC examiners. The Board of Studies Examiners will use the two (2) Logbooks for verification of HSC projects.

The following table outlines the Assessment Tasks

DRAMA – CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

Component	Weig hting	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 9/10	Week 1 Week 8	Week 1/2
		Date: 11/12/17	Date:	Date:	Date:
		Task 1 Workshop Studies in Drama	Task 2 Workshop Australian Theatre	Task 3 Theory IP/GP Progress	Task 4 Trial HSC Exams
1. Making	40	10	10	5	15
2. Performing	30	5	5	5	15
3. Critically Studying	30	5	5	15	5
Totals	100	20%	20%	25%	35%
		1.2, 1.7, 2.4, 3.1 3.3, 3.5,	1.5, 1.7, 2.2, 2.3, 3.4, 3.5	1.2, 1.3, 1.6, 3.1, 3.2	1.1, 1.4, 1.8, 1.9, 2.1, 3.1, 3.4
<p>H1.1 uses acting skills to adopt and sustain a variety of characters and roles</p> <p>H1.2 uses performance skills to interpret and perform scripted and other material</p> <p>H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works</p> <p>H1.4 collaborates effectively to produce a group-devised performance.</p> <p>H1.5 demonstrates directorial skills</p> <p>H1.6 records refined group performance work in appropriate form</p> <p>H1.7 demonstrates skills in using the elements of production</p> <p>H1.8 recognises the value of the contribution of each individual to artistic effectiveness of productions</p> <p>H1.9 values innovation and individuality in the group and individual work</p> <p>H2.1 demonstrates effective performance skills</p> <p>H2.2 uses dramatic and theatrical elements effectively to engage an audience</p> <p>H2.3 demonstrates directorial skills for theatre and other media</p> <p>H2.4 appreciates the dynamics of drama as a performing art</p> <p>H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements</p> <p>H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses</p> <p>H3.3 demonstrates understanding of the actor/audience relationship in various dramatic and theatrical styles and movements</p> <p>H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies</p> <p>H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements</p>					

MUSIC

The study of Music during these two (2) years revolves around the following musical concepts. The work you do in and out of class is designed to develop your knowledge and understanding of these concepts. It is this knowledge and understanding the examiners look for and on which your marks are based.

The concepts are:

- duration
- pitch (and harmony)
- dynamics and expressive techniques
- tone colour (and performing media)
- texture
- structure

and how they contribute to:

- unity
- contrast

You are to demonstrate this knowledge and understanding through the development of skills in performance, composition, musicology and aural within the context of a range of styles, periods and genres.

Assessment

The assessment schedule for Year 12 HSC Course will commence in Term 4, 2017 and Terms 1, 2 and 3 of 2018.


You must study **three (3)** topics for the Preliminary Course and **three (3)** topics for the HSC Course. The topics are chosen from the list below:

<ul style="list-style-type: none">· Baroque Music· Music for Small Ensembles· Jazz· Australian Music· Medieval Music· Methods of Notating Music· Music and Religion· Music and Related Arts· Music for Radio, Film, Television and Multimedia· Music for Large Ensembles	<ul style="list-style-type: none">· Music in the 18th, 19th, 20th OR 21st Centuries· Renaissance Music· Rock Music· Technology and its influence on Music· Traditional Music of a Culture· Theatre Music· Popular Music· Music in Education· An Instrument and its Repertoire
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The HSC Exam comprises of 20% Core Performance and 60% for the three (3) electives (in September) and 30% Aural (in October / November). These electives are chosen by the student (in consultation with the teacher) from any three (3) combinations of Musicology, Performance and Composition. Each elective represents a different topic.


MUSIC 1 – CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

Component	weigh ting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 8	Week 9	Week
		Date: T4 29/11/2017	Date: TBA	Date: TBA	Date: TBA
		Task 1 Topic 1	Task 2 Topic 1	Task 3 Topic 2	Task 4 TRIAL HSC Topic 2 and 3
1. Musicology	10	10			
2. Aural (Core)	25		15		10
3. Performance (Core)	10		10		
4. Composition (Core)	10			10	
5. ELECTIVE 1 Performance or composition or musicology	15			15	
6. ELECTIVE 2 Performance or composition or musicology	15				15
7. ELECTIVE 3 Performance or composition or musicology	15				15
Totals	100	10%	25%	25%	40%
		H2, 5, 10	H1,2,3,4,5,6, 7,8,9,10,11	H3, 7, 8, 10	H1,2,3,4,5,6,7,8,9,10,11
<p>H1 - performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.</p> <p>H2 - reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.</p> <p>H3 - improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.</p> <p>H4 - articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.</p> <p>H5 - critically evaluates and discusses performances and compositions.</p> <p>H6 - critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.</p> <p>H7 - understands the capabilities of performing media, incorporates technologies into composition and performances as appropriate to the topics studied.</p> <p>H8 - identifies, recognizes, experiments with, and discusses the use and effects of technology in music.</p> <p>H9 - performs as a means of self-expression and communication</p> <p>H10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities.</p> <p>H11 - demonstrates a willingness to accept and use constructive criticism.</p>					

MUSIC 2 CAPA DEPARTMENT


HSC ASSESSMENT SCHEDULE 2017/2018

Component	weigh ting	Term 4	Term 1	Term 2	Term 3
		Week 10	Week 9	Week 9	Week1/2
		Date : 6/12/16	Date: TBA	Date: TBA	Date: TBA
		Task 1	Task 2	Task 3 Topic 3	Task 4 Trial HSC Exam
1. Performance Core	20		Core Performance 5%	Core Performance 5%	Core Performance 10%
2. Composition Core	20	Composition Portfolio 5%	Core Composition 5%	Composition Portfolio 10%	
3. Musicology Core	20		Musicology Exam 5%	Musicology Exam 5%	Musicology Exam 10%
4 Aural Core	20		Aural Exam 10%		Aural Exam 10%
5. Elective Core	20		1 x Performance or Composition Portfolio or Musicology 5%	1 x Performance or Composition Portfolio or Musicology 5%	2 x Performance or Composition Portfolio or Musicology 10%
Totals	100	5%	30%	25%	40%
		H2, H3, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H6, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
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.				

PHOTOGRAPHY AND DIGITAL IMAGING


CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE 2017/2018

Component	weight	Term 4	Term 1	Term 1	Term 2	Term 3
		Week 8	Week 7	Week 9	Week 9	Week 1/2
		Date: 30/11/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Architecture Photos and Digital Images	Task 2 Documentary Photos and Theory Assignment	Task 3 Written Half Yearly	Task 4 Practical Photos Creative Techniques Major Project	Task 5 Trial HSC Exam
1. Making	70	20	25		25	
2. Critical and Historical Studies	30		5	10		15
Totals	100	20%	30%	10%	25%	15%
		M1, M2, M3, M4, M5, M6	C1, C2, C3, C4, C5 M1, M2, M3, M4, M5, M6	C1, C2, C3, C4, C5	M1, M2, M3, M4, M5, M6	All outcomes
M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice					
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works					
M3	investigates different points of view in the making of photographs and/or videos and/or digital images					
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images					
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images					
M6	takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works					
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging					
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations					
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies					
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging					
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production					


VISUAL ARTS - CAPA DEPARTMENT

HSC ASSESSMENT SCHEDULE 2017/2018

Component	weigh ting	Term 4	Term 1	Term 2	Term 3	Term 3
		Week 9	Week 10	Week 8	Week 1/2	Week 3
		Date: 4/12/17	Date: TBA	Date: TBA	Date: TBA	Date: TBA
		Task 1 Critical and Historical Study- Essay and VAPD and work in progress	Task 2 Evaluation of VAPD and works in progress In class theory task	Task 3 Evaluation of VAPD and works in progress. Oral or written task based on a case study	Task 4 Trial HSC Exam Short answer questions and essay	Task 5 Body of work Material and conceptual practice
1.Art Making Including Practice Conceptual Framework and frames	50	5	5	10		30
2. Art Criticism/Art History Including Conceptual Framework, Frames, Practice	50	10	10	10	20	
Totals	100	15 %	15%	20 %	20%	30%
		H 7.10	H1.6,H7.10	H1.6, H7.10	H7.10	H1.6
H1	initiates and organises art making practice that is sustained, reflective and adapted suit particular conditions					
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work					
H3	demonstrates an understanding of the frames when working independently in the making of art					
H4	selects and develops subject matter and forms in particular ways as representations in art making					
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways					
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the Artistic intentions within a body of work					
H7	applies their understanding of practice in art criticism and art history					
H8	applies their understanding of the relationships among the artist, artwork, world and audience					
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art					
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts					


JAPANESE BEGINNERS - LOTE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 4	Week 10	Week 9	Week 1/2
		Date: 30/10/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Speaking Interview	Task 2 In class task	Task 3 Speaking and Reading Exam	Task 4 HSC Trial Exam
1. Listening	30		15		15
2. Reading	30			15	15
3. Speaking	20	10		10	
4. Writing	20		10		10
Totals	100	10%	25%	25%	40%
		1.1, 1.2, 1.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.4, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
1.1 establishes and maintains communication 1.2 manipulates linguistic structures to express ideas effectively in Japanese 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately 2.1 understands and interprets information from texts using a range of strategies 2.2 conveys the gist of and identifies specific information from texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts 3.1 produces texts appropriate to audience, purpose and context. 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts					


JAPANESE CONTINUERS - LOTE DEPARTMENT

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 10	Week 9/10	Week 1/2
		Date: 30/11/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Speaking Interview	Task 2 In class Task	Task 3 Speaking and Reading Exam	Task 4 HSC Trial Exam
1. Listening	25		10		15
2. Reading	40		10	15	15
3. Speaking	20	10		10	
4. Writing	15		5		10
Totals	100	10%	25%	25%	40%
		1.1, 1.2, 1.3	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.4, 3.6, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of the past, present and future experience 2.1 applies knowledge of language structures to original text 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information 3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context 4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture					


PD/HEALTH/PE

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 8	Term 1 Week 9/10	Term 2 Week 6	Term 3 Week 1/2
		Date: 1/12/17	Date: TBA	Date: TBA	Date: TBA
		Task 1 Report on recovery strategies	Task 2 In class task	Task 3 Ottawa Charter	Task 4 HSC Trial Exam
1. Knowledge and understanding of <ul style="list-style-type: none"> Factors that affect health The way the body moves 	40	10	10	10	10
2. Skills in <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity 	30	10	5	5	10
3. Skills in critical thinking, research and analysis	30	5	5	10	10
Totals	100	25%	20%	25%	30%
		7, 8, 9, 10, 11, 16, 17	7, 8, 9, 10, 11, 13, 15, 16, 17	1, 2, 3, 4, 5, 14, 15, 16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17
H1 describes the nature, and justifies the choice of Australia's health priorities H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H3 analyses the determinants of health and health inequities H4 argues the case for health promotion based on the Ottawa Charter H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1) H7 explains the relationship between physiology and movement potential H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity H9 explains how movement skill is acquired and appraised H10 designs and implements training plans to improve performance H11 designs psychological strategies and nutritional plans in response to individual performance needs H12 analyses the influence of socio-cultural factors on the way people participate in and value physical activity & Sport H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3) H14 argues the benefits of health promoting actions and choices that promote social justice H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation					

SPORT LIFESTYLE AND RECREATION

HSC ASSESSMENT SCHEDULE – 2017/2018

 Component	weighting	Term 4 Week 8 Date: 1/12/17	Term 1 Week 9 Date: TBA	Term 2 Week 6 Date: TBA	Term 3 Week 1/2 Date: TBA
		Task 1 Report on Skills demonstration Coaching Theory 10% Prac 30%	Task 2 In class task	Task 3 Journal Resistance Training Theory 10% Prac 20%	Task 4 HSC Trial Exam
Knowledge and Understanding	50	10	10	10	20
2. Skills	50	30		20	
Totals	100	40%	10%	30%	20%
		1.1, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.7, 4.1, 4.4, 4.5	1.1, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2, 3.7, 4.1, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1, 4.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.5
1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes 2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance 3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport 4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity					

School Name: Northmead CAPA HS
Student Competency Assessment Schedule
COURSE: HSC Construction
2018

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Half year Exam	Trial Exam
		Formwork	Level a simple slab	Assemble for off-site manufacture		
		Week: 6 Term:1	Week: 8 Term:2	Week: 5 Term:3	Week: 9/10 Term:1	Week: 1/2 Term:3
Code	Unit of Competency					
CPCCCA2003A	Erect and dismantle formwork for footings	X			HSC Examinable Units of Competency	HSC Examinable Units of Competency
CPCCCA2011A	Handle carpentry materials	X				
CPCCCM2006B	Apply basic levelling procedures		X			
CPCCCO2013A	Carry out concreting to simple forms		X			
CPCCCM2005B	Use construction tools and equipment		X			
CPCCJN2001A	Assemble components			X		
CPCCJN2002B	Prepare for off-site manufacturing process			X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: Northmead CAPA HS
Student Competency Assessment Schedule
Course: HSC Entertainment Industry
2018

Assessment Tasks for CUA30415 Statement of Attainment towards Certificate III in Live Production and Services		Cluster E	Cluster F	Cluster G	Half Year Exam	Trial Exam
		On the Stage	Vision Systems	Customer is always right		
		Week: 8 28/11/17 Term: 4	Week: 6 Term: 1 2018	Week: 7 Term: 2 2018	Week: 9/10 Term: 1 2018	Week: 1/2 Term: 3 2018
Code	Unit of Competency				HSC Examinable Units of Competency	HSC Examinable Units of Competency
CUASTA301	Assist with production operations for live performances	X				
CUASMT301	Work effectively backstage during performances	X				
MEM18002B	Use power tools/hand held operations	X				
CUAVSS302	Operate vision systems		X			
SITXCCS303	Provide service to customers			X		

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

SCHOOL: Northmead CAPA High School

Student Competency Assessment Schedule

COURSE: Specialisation Entertainment 60 hour

2018

Assessment Task for Certificate III in Live Production and Services CUA30415		Cluster H
		Week:5 Term :3
Code	Unit of Competency	
CUAPRP304	Participate in collaborative creative projects	X
BSBWOR301	Organise personal work priorities and development	X
CUALGT304	Install and operate follow spots	X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate III in Live Production and Services CUA30415 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30415.

This specialisation course can only be delivered concurrently with the 250hr Entertainment Industry course.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School Name: Northmead CAPA HS
Student Competency Assessment Schedule
COURSE: HSC Hospitality – Food and Beverage Stream
2018

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster D	Cluster E (Part 1)	Cluster E (Part 2)	Cluster F	Half Year Exam	Trial Exam
		Safe, Clean and Skilled	Restaurant Service	Restaurant Service	Working in Hospitality		
		Week: 10 Term:11/12/17	Week: 9 Term:2	Week: 5 Term:3	Week: 3 Term:3	Week: 9/10 Term:1	Week: 1/2 Term:3
Code	Unit of Competency					HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXFSA002	Participate in safe food handling practices	X					
SITHCCC001	Use food preparation equipment	X					
SITHFAB007	Serve food and beverage		X	X			
SITXCC003	Interact with customers		X	X			
SITHIND003	Use hospitality skills effectively		X	X			
SITHIND002	Source and use information on the hospitality industry				X		
BSBSUS201	Participate in environmentally sustainable work practices				X		
SITXCOM001	Source and present information				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

