



NORTHMEAD CREATIVE AND
PERFORMING ARTS HIGH SCHOOL

2019 - YEAR 12 HSC INTERNAL ASSESSMENT HANDBOOK

NORTHMEAD CREATIVE & PERFORMING ARTS HIGH SCHOOL



"A CENTRE OF EXCELLENCE IN THE CREATIVE AND PERFORMING ARTS"

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PRINCIPAL'S MESSAGE.....

Dear Parents/Carers and Year 12 students,

This booklet outlines the internal school assessment tasks for students in Year 12, Stage 6, at Northmead Creative and Performing Arts High School. It has been produced to give you and your parents some useful information about the Rules and Procedures for the HSC, Senior Assessment Policy and Assessment Schedules.

While traditionally the Higher School Certificate (HSC) has prepared students for tertiary education at University, Technical and Further Education (TAFE) and other such institutions, our courses also cater for a number of students who wish to complete six years of high school and have ambitions of immediate entry into the workforce. Northmead Creative & Performing Arts is offering a choice of two pathways of study in the senior years.

- ❖ Higher School Certificate
- ❖ Higher School Certificate with Australian Tertiary Admissions Rank (ATAR)

To be eligible for the HSC, students must study a minimum of 10 units in the HSC.

The HSC with an ATAR refers to the study of specific subjects, to allow an ATAR to be calculated. The ATAR is a rank designed to be used only for university selection.

At any time during the course of the year, a student leaving the school is eligible to receive a Record of School Achievement (ROSA) to indicate their standard of achievement up until the time of leaving.

The dates for assessment tasks are given for each subject on the relevant pages of this booklet. It is important that students work diligently throughout the year to obtain their best possible result. School Assessment is vitally important as it determines the rank order for HSC results.

Should you have any questions concerning this booklet, please feel free to contact the school.

Yours sincerely,

Narelle Vazquez

Principal

IMPORTANT WEBSITES:

Official NESA Website: <http://educationstandards.nsw.edu.au>

NESA Rules &

Regulations: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Other useful websites:

UAC - University Admissions Centre: www.uac.edu.au

NSW HSC Online: <http://hsc.csu.edu.au>

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.

NESA ACE Manual. HSC

1. QUALIFYING FOR THE HIGHER SCHOOL CERTIFICATE

1.1 ELIGIBILITY

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 and showed due diligence and sustained effort which is demonstrated by more than 85% attendance.
- (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 are 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 **Examinations** within the school.

{NESA ACE MANUAL}

Whilst the NESA 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) **Generally attendance under 85% is considered a non-serious attempt.**

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. (NESA 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 NESA'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. Note - English Studies and Mathematics Standard 1 are classified Category B subjects.

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 SATISFACTORY COMPLETION OF AN HSC VOCATIONAL EDUCATIONAL TRAINING (VET) COURSE

As with all HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements based on the course completion criteria.

The HSC course requirements in a VET course are defined by:

- the HSC indicative hour requirements of the course
- the HSC course structure
- mandatory work placement requirements (35 hours in Year 11 & 12)
- the HSC Requirements and Advice for examinable units of competency in Industry Curriculum Frameworks
- competency-based assessment requirements.

Schools in partnership with an RTO delivering an HSC VET course must ensure that the scope and sequence and program for delivery of the course address all of the HSC course requirements.

The course requirements for HSC VET courses can be found in the syllabus for [Industry Curriculum Framework](#) courses or in the [course description](#) for VET Board Endorsed Courses.

VET mandatory work placement

The requirement to complete work placement in a VET framework course is also stated in the **student declaration** on the **Confirmation of Entry**. This is to be signed by the student and retained by the school.

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination**.

It is possible for the principal to certify, at a later time, that the student has subsequently completed the mandatory requirements and request that the 'N' determination be withdrawn.

1.8 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. ASSESSMENT AND REPORTING

2.1 INTRODUCTION

The HSC reports issued by NESA provide detailed descriptions of the knowledge, skills and understanding that the student has attained in each subject.

School-based assessment tasks will contribute up to 50% of the HSC mark. A student's school assessment mark will be based on the student's performance in assessment tasks undertaken during the course.

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.

An assessment schedule for each course is contained in this booklet, detailing how the school-based assessment mark will be calculated.

The other 50% will come from the HSC examination.

A student's HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If a student achieves the minimum standard expected in a course he/she will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 - 100 will correspond to the highest level of achievement.

On satisfactory completion of the HSC, each student will receive a portfolio containing:

- The HSC Testamur (The official certificate confirming the achievement of all requirements for the award).
- The Record of Achievement (This document lists the courses studied and reports the marks and bands achieved).
- Course Reports (For every HSC NESA Developed Course the student will receive a Course Report showing his/her marks, the Performance Scale and the band descriptions for that course).
- A graph showing the state-wide distribution of marks in the course is also shown).

2.2 ASSESSMENT PROGRAM

2.2.1 Each school must 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 NESA 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 the mandatory two week notice (10 school days).

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, e.g. practical skills, field studies, research skills, oral skills.
- (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 NESA 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.

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 or late submission of these tasks makes the student liable for 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?

The HSC is a statement of a student's performance at the end of Year 12 and 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 NESA he/she will be awarded neither an assessment mark nor an examination mark and may not be eligible for an HSC. Students in this situation, will receive a Certificate of Attainment for the subjects that they have met the requirements.

2.8 WHAT ABOUT STUDENTS WHO CHANGE COURSES /SCHOOLS OR REPEAT?

NESA will be notified as soon as possible of all HSC student movements, should a student change schools.

- For students who transfer to NCAP AHS 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. NESA has to be notified.
- For students who transfer to NCAP AHS 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 NCAP AHS after 30th June, student's previous school 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 based on that current 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 COMPENSATION

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 Deputy Principal.

2.11 THE ASSESSMENT RANKING

A student's 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 NESA requirements (as per subject guides).
- the procedures used by the school for determining the final assessment mark conform to its stated Assessment Program. 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 the procedure to be followed. Students may appeal to NESA only on the grounds that the review made by the school was contrary to the requirements of NESA.

2.13 STUDENT GUIDELINES FOR EACH SUBJECT

These 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 Deputy Principal or 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 and advise you of the appropriate course of actions.

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 deadlines set for the duration of 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. **No extension will be provided if you are absent from class.**

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 provided.

- a) On the **first day of return to school**, students are to report their Deputy Principal at the beginning of the school day and submit a Doctor's Certificate and any outstanding assessment task.
- b) The Deputy Principal will issue the student with an Illness/Misadventure Appeal form that must be completed and submitted within 5 days of the missed assessment task.
- c) In case of a missed examination, students **will sit the examination on the first day returning to school**. If the student has missed multiple examinations, the Deputy Principal will devise a suitable timetable in consultation with the student for the catch up of these examinations. This will commence on the first day of return where the student will be asked to complete their first examination(s).
- d) Students will not be asked to sit more than two tasks on any given day.
- e) Students may be given an alternative task. Only in the very exceptional cases will an estimate be given.

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.

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 (obtained from Deputy Principal) 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 by the Deputy Principal, 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 on an Illness/Misadventure Claim form and submitted and discussed with the Deputy Principal within 5 days of the assessment task. (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

This standard sets out the requirements of the NSW Education Standards Authority (NESA) 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, examinations 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 NESA's subject-specific documentation. Use or 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. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

{NESA 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
- breaking 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.

5. REFERENCING SOURCES AND BIBLIOGRAPHY

A reference list includes all the sources of information that have been cited in a piece of work. The reference list is located at the end of the piece of work and is usually listed in alphabetical order of the authors of the different sources used.

Each in-text citation must have a corresponding entry in the reference list which is submitted with the assignment.

A bibliography includes all the sources used in the preparation of a piece of work - not just those that have been cited in the text of the work and included in a reference list. The bibliography is located at the end of the piece of work and is usually listed in alphabetical order of the authors of the sources used.

In all research assessment tasks in all subjects it is necessary to clearly identify and reference the source of all ideas, images, and quotes that you use in your work. This allows the teacher to locate the original source in the bibliography at the end of your work. All sources used in your research must be acknowledged in the bibliography.

This is necessary for ethical reasons, to inform the marker of the extent of your research, and often for reasons associated with copyright. Sources you use that need to be included in your bibliography might include:

- Advertisements
- Blogs
- CDROMs and DVDs
- Magazines
- Pamphlets
- Movies
- Websites
- Other students' work
- Encyclopedia articles
- Letters
- Maps
- Journals
- Artworks
- Music
- Others' ideas
- Personal interviews
- Pictures
- TV programs
- Newspapers
- Books
- Videos

There are various citation maker websites that can assist in formatting the in-text referencing and the creation of the bibliography. However, we recommend the use of the "References" functions which comes as part of Microsoft Word. The Microsoft Word "Insert Citation" and "Bibliography" tabs, are an easy and accurate way of ensuring the format is correct and consistent.

CITATIONS

We need to acknowledge (cite) all sources and ideas used in all research tasks. We do this when:

- we quote directly from a book or article,
- where your work draws upon the ideas and arguments of others,
- you copy images, pictures or diagrams
- you summarise or paraphrase an author's work.

If you fail to do this you are guilty of plagiarism.

How do we reference (cite sources)?

The four most common referencing styles are:

- Harvard (author-date)
- American Psychological Association (APA)
- Modern Language Association (MLA)
- Oxford (documentary-note or footnote referencing).

It is important that your focus should be on consistency in terms of:

- punctuation
- capitalisation
- italicisation
- abbreviation

Examples of Citations being used after quotes

1. An author being quoted from a book by John Starr:

"The report was well received by the community" (Star, 2016, p. 12). Or Starr stated that "the report was well received by the community" (2016, p. 12)

2. A web page being quoted from, where there is an author and a date published:
"Hitler was responsible for the anti-Semitism in Germany" (Richards, 2018).

3. A web page being quoted from where there is a title (Hitler's Germany), but no date or author: "Hitler's policy of Blitzkrieg was responsible for Germany's initial victories" (Hitler's Germany, n.d.).

4. A source being quoted from a film shown in class: "Germany invaded Poland in 1939 using the tactic of Blitzkrieg" (Adams, 2018).

Note: Below is a sample bibliography for the above citations using Microsoft Word. It automatically formats each source correctly and puts them in alphabetical order.

Bibliography

Adams, J. (Director). (2018). Hitler at War [Motion Picture]. London. Retrieved September 27, 2018

Hitler's Germany. (n.d.). Retrieved September 27, 2018, from
www.hitlersgermany.com Richards, P. (2018, June 12).

A History of Germany. Retrieved from History Today: www.historytoday.com

Star, J. (2016). History. London: Penguin.

The above examples are all for quotes. However, if you use the ideas of another source, even if it is written into your own words, then it must be cited and included in the bibliography. This is done the same as the above examples, but just doesn't have the direct quote " ". There is no need for page numbers for web sites.

6. YOUR RESPONSIBILITY IN ALL 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 fulfil your responsibilities.
11. During examinations and assessment tasks students should refrain from having:
 - Any notes on their person
 - 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.



NORTHMEAD CREATIVE AND
PERFORMING ARTS HIGH SCHOOL

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: _____

8. SUPPORT FOR HIGHER SCHOOL CERTIFICATE EXAMINATIONS

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as **Special Provisions**, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions for known medical conditions, the school submits an online application to NESA by March deadline. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Much of the evidence can be collected by the school, but the parents' role is welcome and needed. Parents help by talking with the school, describing the student's needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations. Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with NESA's decision, it is possible for the school to lodge an appeal. Appeals must state why NESA's decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the Head Teacher Welfare – Mrs C Kennaugh.

9. NCAPA SENIOR EXPECTATIONS

It is important that students understand that while they have greater independence and flexibility in Year 11 and 12, it is expected that due care and responsibility will be exhibited by all senior students.

Students are expected to:

- adhere to and promote our school values – Commitment, Community, Respect, Responsibility and Tolerance
- maintain our high standard of behaviour by following all school rules and 10/10 Classroom Expectations
- wear full school uniform at all times, including travelling to and from school and on school activities
- be a leader and role model for junior students by setting a good example.
- show due diligence and application in their studies.
- attend whole school assembly on a Tuesday morning if they have a timetabled class period 1.
- attend timetabled Year Meeting every second Wednesday as shown on their timetable.

SATISFACTORY APPLICATION

NESA stipulates that Students must demonstrate a satisfactory level of application. An essential component of satisfactory application is a satisfactory attendance pattern at school (Above 85%). In cases of serious illness or injury, a medical certificate and covering letter must be presented to the Principal. As well students must attempt assessment tasks totalling more than 50% of the available marks, participate meaningfully in all school activities and make a genuine attempt at all examinations.

STUDY/HOMEWORK

Students should complete 3 hours of homework and/or study per subject per week. They should plan to organise approximately 20 hours per week of homework/study. This is not mandated by the classroom teacher but the expectation of the student to review class notes and prepare study.

PUNCTUALITY

Students are expected to arrive to school before the commencement of the school day 8.15am. Students who are late to school on more than 5 times a term will have their parents contacted and maybe placed on Withdrawal of Privileges.

FLEXIBLE ATTENDANCE / STUDY PERIODS

- Students may have the privilege of flexible attendance. This is authorised by the Deputy Principal.
- Students must scan in at Student Services upon arrival when they have flexible attendance and similarly sign out in the afternoon when flexible attendance occurs.
- When scanning, students **will need to show their official timetable** to Student Services that identifies times of flexible attendance.
- **Students must be on time to school** – they should arrive at least 10 minutes prior to the lesson.
- When a student has a study period at school, they must report to the library and sign in and out.
- Students are to work quietly in the library on the mezzanine level during these study periods.
- Once students have arrived at school, they are **not allowed to leave the school premises** throughout the day – unless they have authorisation from the Deputy Principal/Principal.
- Flexible attendance privileges may be withdrawn if a student truants, is persistently late or leaves school without permission.
- In case of an evacuation during a study period, students are to evacuate to the basketball courts and line up in their normal roll call line.

EXTENDED LEAVE

Any long-term leave during the senior years may result in a student not progressing to the following year. Under special circumstances the Principal may grant special leave. An application of Extended Leave -Absences must be submitted to the principal at least 4 weeks prior to proposed leave.

MEDICAL CERTIFICATES

Medical Certificates must written by a Doctor not related to the student.

Medical certificates:

- Should be issued during the period of illness
- Should state the nature of the illness
- Should state the date the student visited the doctor.
- The original certificate needs to be presented.
- Should be signed and dated

SCIENCE PRACTICAL WORK

A special requirement has been set down by NESA for all HSC Science subjects. A minimum of 45 hours of practical work must be completed for the preliminary course and a minimum of 35 hours completed in the HSC course. Non-completion of these hours will make the student ineligible for this subject.

TAFE COURSES

TAFE has strict rules regarding attendance to courses. Students will be putting their HSC at risk if they do not meet TAFE course requirements.

The Careers Adviser Ms Koranyi coordinates and monitors all TAFE students.

Students must:

- **attend all TAFE classes**
- complete all set assignments
- behave in an appropriate manner, while on public transport and at TAFE
- complete work placement where relevant
- catch up on all missed classwork
- submit an Illness/Misadventure form if an assessment task will be missed due to attendance at TAFE.
- Scan out at Student Services when leaving for TAFE

DRIVING GUIDELINES

Students who drive to school MUST NOT park within school grounds. They should not obstruct our neighbours' driveways and must observe the restricted parking areas around the school and at the local shopping centre (Northmead Plaza) during school hours. **Students are not permitted to go to their cars during the day.**

Students must drive in a conscientious and safe manner at all times not only to ensure their own safety but the safety of others.

Students should not be driving other students to and from school.

NORTHMEAD CREATIVE & PERFORMING ARTS HIGH SCHOOL



HSC 2018/19

SUBJECT

ASSESSMENT

SCHEDULES

PLEASE BE AWARE THE ASSESSMENT SCHEDULES AND CALENDAR WILL BE REPRINTED AND DISTRIBUTED IN TERM 1 2019, WHEN THE 2019 TIMETABLE IS CONFIRMED.

ASSESSMENT SCHEDULES FOR TERM 4 ARE ACCURATE AT TIME OF PRINT.

PROPOSED INTERNAL EXAMINATION DATES

(These examinations form a heavily weighted component of the School's assessments which in turn contribute to 50% of the final HSC mark) Trial HSC Examinations Term 3 – Weeks 1 and 2

WRITTEN HSC EXAMINATIONS

These take place early in Term 4, 2019. Students will be advised of the exact dates during the course of the year after dates have been published by the NSW Education Standards Authority (NESA).

INFORMATION ON NESA HSC EXAMINATIONS PRACTICAL EXAMINATIONS AND SUBMISSIONS

The following HSC courses require the students to undertake a Practical Examination and/or submit HSC Major Works / Projects in Third Term.

Students will be advised during the year as to the actual completion and submission dates of the assessments:

- Dance - Core Group Practical Performances, Individual Performance and Individual Submitted Projects, Process Diaries
- Drama – Core Group Practical Performances, Individual Performance and Individual Submitted Projects, Process Diaries
- Languages (All) – Speaking/Oral Components
- Design and Technology – Major Design Works and Folios
- Visual Arts – Bodies of Work and Process Diaries
- Music 2 – Core and Elective Compositions, Performances and Musicology Essays
- Music Extension – Individual and Group Performances, Composition Portfolios and Musicology Essays
- English Extension 2 – Major Works and Journals
- Industrial Technology Timber & Multimedia – Major Works
- History Extension 1

ANCIENT HISTORY – HSIE FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 7	Week 6	Week 1 & 2
		Date: Tuesday A 27 th November 2018	Date: Tuesday B 12 March 2019	Date: Monday B 3 June 2019	Date: Trial Exam Period
1. Knowledge and understanding of course content	40	5%	10%	10%	15%
2. Historical skills in the analysis and evaluation of sources and interpretation	20	5%	5%	5%	5%
3. Historical Inquiry & Research	20	5%	5%	10%	5%
4. Communication of Historical Understanding in Appropriate Forms	20	5%	5%	5%	5%
Total	100	20	25	25	30
Outcomes		12.1, 12.2. 12.6	12.3, 12.4, 12.7	12.3, 12.5, 12.8, 12.9	12.1, 12.4. 12.5, 12.9
Outcomes:					
AH12-1 accounts for the nature of continuity and change in the ancient world					
AH12-2 proposes arguments about the varying causes and effects of events and developments					
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past					
AH12-4 analyses the different perspectives of individuals and groups in their historical context					
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world					
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument					
AH12-7 discusses and evaluates differing interpretations and representations of the past					
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources					
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms					
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past					

BIOLOGY - SCIENCE FACULTY

HSC ASSESSMENT SCHEDULE 2018-2019

BUSINESS STUDIES – HSIE FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 5	Week 10	Week 1-2
		Date: 10/12/18 Or 11/12/18	Date: Mon B 25/2/2019	Monday B 1 July 2019	Date: Exam period
		Task 1 Skills Assessment 20%	Task 2 Practical Assessment 20%	Task 3 Depth Study 30%	Task 3 Trial HSC Exam 30%
Knowledge and understanding	40		10%	10%	20%
Skills in working Scientifically	60	20%	10%	20%	10%
Totals	100	20%	20%	30%	30%
Outcomes		BIO 12-1, 12-2, 12-4	Bio 12-7, 12-12, 12-13	Bio 12-3, 12-5, 12-7	BIO 12-6, 12-12, 12-13, 12-14, 12-15
Outcomes:					
BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation					
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information					
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information					
BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media					
BIO11/12-5 analyses and evaluates primary and secondary data and information					
BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes					
BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose					
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species					
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change					
BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system					
BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease					

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 7	Week 7	Week 1 & 2
		Date: Monday A 26 November 2018	Date: Tues/Wed B 12/13 March 2019	Date: Tues/Wed A 11/12 June 2019	Date: Trial Exam Period
1. Knowledge and Understanding	40	5 %	10 %	10 %	15 %
2. Stimulus Based Skills	20	10%			10%
3. Inquiry & Research	20		10%	10%	
4. Communication of issues & ideas 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

Outcomes:

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

COMMUNITY & FAMILY STUDIES – TAS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2		Term 3	
		Week 1		Week 9		Week 7	
		Date: 1/2/2019		Date: Thursday B 28/3/2019		Date: Thursday A 13/6/2019	
		Task 1 Independent Research Project 20%		Task 2 In-Class writing task 25%		Task 3 Case Study 25%	
1. Knowledge and understanding of course content	40	5 %		10 %		10%	
2. Skills in critical thinking, research methodology, analysing and communicating	60	15 %		15%		15%	
Totals	100	20		25		25	
Outcomes		H4.1, H4.2		H1.1. H2.2, H3.3, H5.1, H6.2		H2.3, H4.1, H4.2, H3.4, H1.1 – H6.2	

Outcomes:

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 sociocultural factors that lead to special needs of individuals in groups
 H3.3 critically analyses the role of policy and community structures in supporting 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.
 H3.2 evaluates networks available to individuals, groups and families within communities
 H3.3 critically analyses the role of policy and community structures in supporting diversity
 H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
 H6.1 analyses how the empowerment of women and men influences the way they function within society

CHEMISTRY- SCIENCE FACULTY

HSC ASSESSMENT SCHEDULE 2018-2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 8	Week 9	Week 1-2
		Date: 07/12/2018	Wednesday B 20 March 2019	Wednesday A 26/6/2019	Date: Trial Exam period
		Task 1 Practical 20%	Task 2 Depth Study 30%	Task 3 Research Based 20%	Task 3 Trial HSC Exam 30%
Knowledge and understanding	40%	5%	10%	5%	20%
Skills in working Scientifically	60%	15%	20%	15%	10%
	100%	20%	30%	20%	30%
Outcomes		CH11/12-2, 12-3, 12-4, 12-7, 12-12	CH11/12-1, 12-5, 12-6, 12-7, 12-13	CH11/12-1, 12-3, 12-5, 12-7, 12-14	CH11/12-4, 12-5, 12-6, 12-7, 12-12, 12-13, 12-14, 12-15
Outcomes:					
CH11/12 develops and evaluates questions and hypotheses for scientific investigation					
CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information					
CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information					
CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media					
CH11/12-5 analyses and evaluates primary and secondary data and information					
CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes					
CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose					
CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems					
CH11/12-5 analyses and evaluates primary and secondary data and information					
CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models					
CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds					
CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes					

DANCE – CAPA FACULTY

HSC ASSESSMENT SCHEDULE 2018/2019



Component

Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 10	Week 9
		Date: 10/12/18 & 11/12/18 BOTH WHOLE DAYS	Date: Tues/Wed A 2/4/2019 &/or 3/4/2019	Date: Tue/Wed A 25/6 & 26/6/2019
	Task 1 Core 1 <i>Performance Interview Performance Questions in Progress</i> Core 2 <i>Composition in Progress Interview Rationale Composition Logbook in Progress</i>	Task 2 Core 3 Appreciation Option Major Project <i>Interview Logbook/Qs &/or 2 Essay Questions for Major Appreciation.</i>	Task 3 Core 2 <i>Composition Interview Rationale Final Log Book</i>	Task 4 Trial HSC Exam Core 1 <i>Performance Interview Performance Questions Completed</i> Core 3 Appreciation Option Major Project <i>Interview Logbook Qs &/or 3 Essay Questions for Major Appreciation.</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%
		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 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 FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 7 Date: Thurs 29/11/18	Week 10 Date: Thurs A 4/4/2019	Week 7 Date: Thurs A 13/6/2019	Weeks 1- 2 Date: Trial HSC Exam Period
Component		Task 1 Australian Drama and Theatre (Contemporary)	Task 2 Studies in Drama (Black Comedy)	Task 3 Logbook and Progress IP and GP	Task 4 Trial HSC Exam (IP, GP & Theory)
1.Making	40	10	10	10	10
2.Performing	30	5	5	10	10
3.Critically Studying	30	5	5	10	10
Totals	100	20%	20%	30%	30%
		1.2, 1.7, 2.1, 3.1, 3.4	1.5, 1.7, 2.2, 2.3, 3.5	1.3, 1.6, 2.1, 2.2, 2.4, 3.3, 3.5	1.1, 1.4, 1.8, 1.9, 2.3, 3.1, 3.2
<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>					

ECONOMICS – HSIE FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 7	Week 5	Week
		Date: Thursday 6 th December 2018	Date: Thurs B 14/3/2019	Date: Thurs A 30/5/2019	Date: Trial Exam Period
1. Knowledge and understanding of course content	40	5%	10%	10%	15%
2. Stimulus based skills	20	10%			10%
3. Inquiry & research	20		10%	10%	
4. Communication of economic ideas and issues in appropriate terms	20	5%	5%	5%	5%
Total	100	20%	25%	25%	30%
Outcomes		H1,4,5,7,9,10	H1,4,7,8,9,10,11,12	H1,4,5,7,9,10	H1,2,3,4,5,6,7,8,10,11
Outcomes:					
H1 demonstrates understanding of economic terms, concepts and relationships H2 analyses the economic role of individuals, firms, institutions and governments H3 explains the role of markets within the global economy H4 analyses the impact of global markets on the Australian and global economies H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts H9 selects and organises information from a variety of sources for relevance and reliability H10 communicates economic information, ideas and issues in appropriate forms H11 applies mathematical concepts in economic contexts H12 works independently and in groups to achieve appropriate goals in set timelines					

ENGINEERING STUDIES – TAS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 8	Week 7	Week 9/10
		Date: 14/9/18	Date: Fri A 22/3/2019	Date: Fri A 14/6/2019	Date: Trial Exam Period
		Task 1 Design, Building & Testing (practical & written report) 20%	Task 2 Research Task Personal and Public Transport 25%	Task 3 Engineering Report Telecommunication 25%	Task 4 Trial HSC Exam 30%
1. Knowledge and understanding of course content	60	10 %	10 %	10 %	30 %
2. Knowledge and skills in research, problem solving and communication related to engineering practice	40	10 %	15 %	15 %	
Totals	100	20	25	25	30
Outcomes		H1.1, H2.2, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H2.2, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1	H1.1, H2.2, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.2, H4.3, H5.2, H6.1, H6.2
Outcomes:					
H1.1 describes the scope of engineering and critically analyses current innovations					
H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications					
H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering					
H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society					
H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice					
H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports					
H3.3 develops and uses specialised techniques in the application of graphics as a communication tool					
H4.1 investigates the extent of technological change in engineering					
H4.2 applies knowledge of history and technological change to engineering-based problems					
H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems					
H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports					
H5.2 selects and uses appropriate management and planning skills related to engineering					
H6.1 demonstrates skills in research and problem-solving related to engineering					
H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering.					

ENGLISH STANDARD – ENGLISH FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2		Term 3	
		Week 2		Week 1		Week 6	
		Date: Mon A 4/2/2019	Date: Tues A 30/4/2019	Date: Fri B 7/6/2019	Date: Trial Exam Period		
1. Common Module: Texts and Human Experiences	35	Task 1– Multimodal Presentation 20%	Task 2 – in-class Essay 25%	Task 3 – Writing Portfolio 25%	Task 4 – Trial Examinations 30%		15%
2. Module A: Language, Identity and Culture	30			25%			5%
3. Module B: Close Study of Literature	5						5%
4. Module C: The Craft of Writing	30				25%		5%
Totals	100	20	25	25		30	
Outcomes		6, 7, 8	2, 4, 5	1, 2, 3, 9		1, 3, 4, 5	
Outcomes:							
1. independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure							
2. uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies							
3. analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning							
4. adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts							
5. thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments							
6. investigates and explains the relationships between texts							
7. explains and evaluates the diverse ways texts can represent personal and public worlds							
8. explains and assesses cultural assumptions in texts and their effects on meaning							
9. reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner							

ENGLISH ADVANCED – ENGLISH FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2		Term 3	
		Week 2		Week 1		Week 6	
		Date: Mon A 4/2/2019	Date: Tues A 30/4/2019	Task 1 – Multimodal Presentation 20%	Task 2 – in-class essay 25%	Task 3 – Writing Portfolio 25%	Task 4 – Trial Examination 30%
1. Common Module: Texts and Human Experiences	35	20%					15%
2. Module A: Textual Conversations	30			25%			5%
3. Module B: Critical Study of Literature	5						5%
4. Module C: The Craft of Writing	30				25%		5%
Totals	100	20	25	25	25	30	
Outcomes		6, 7, 8	2, 4, 5	1, 2, 3, 9	1, 3, 4, 5		

Outcomes:

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

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

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

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

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

6 investigates and evaluates the relationships between texts

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

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

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

EAL/D – ENGLISH FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2		Term 3	
		Week 2		Week 10		Week 9	
		Date: Mon A 4/02/2019	Date: Fri A 5/4/2019	Task 1 Speech 20%	Task 2 Multimodal Presentation (including listening) 20%	Task 3 Focus on Writing Essay 30%	Task 4 Trial Examination 30%
1. Module A: Texts and Human Experiences	35	20%					15%
2. Module B: Language, Identity and Culture	25			20%			5%
3. Module C: Close Study of Text	20					15%	5%
4. Focus on Writing	20					15%	5%
Totals	100	20	20		30		30
Outcomes		1A, 1B, 3, 5, 6, 7, 8, 9	1A, 1B, 3, 5, 6, 8, 9	1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9	1A, 1B, 2, 3, 4, 5, 6, 7, 8, 9	1, 3, 4, 5	
Outcomes:							
1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure							
1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts							
2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies							
3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning							
4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts							
5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts							
6 investigates and evaluates the relationships between texts							
7 integrates understanding of the diverse ways texts can represent personal and public worlds							
8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning							
9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner							

ENGLISH STUDIES – ENGLISH FACULTY HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2		Term 3							
		Week 3		Week 11		Week 7							
		Date: Fri B 15/2/19	Date: Mon B 8/4/2019	Date: Fri A 14/6/2019	Date: Trial exam Period	Task 1 Short answer responses to set text and related material 20%	Task 2 Multimodal presentation 20%						
1. Common Module: Texts and Human Experiences	30	20%				10%							
2. Module F: Mi Tunes and Text – English and the language of song	30			20%		10%							
3. Module E: Playing the Game – English in sport	20					15%	5%						
4. Module K: The Big Screen English in Filmmaking	20					15%	5%						
Totals	100	20		20		40	20						
Outcomes		1, 5, 8, 9		2, 3, 5, 6		3, 4, 5, 7, 10							
Outcomes:													
1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes													
2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts													
3 accesses, comprehends and uses information to communicate in a variety of ways													
4 composes proficient texts in different forms													
5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences													
6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes													
7 represents own ideas in critical, interpretive and imaginative texts													
8 understands and explains the relationships between texts													
9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences													
10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner													

ENGLISH EXTENSION 1- ENGLISH FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 1		Term 2	Term 3
		Week 3		Week 3	Week Trial
		Date: Thurs B 14/2/2019	Date: Thurs A 16/5/2019	Date: Trial Exam Period	
1. Common Module: Literary Worlds	45	Task 1 – Take home reading task and reflection 30% (15% Skills 15% Knowledge)	Task 2 – Multimodal Presentation 40% (20% Skills 20% Knowledge)	Task 3 – Trial Examination 30% (15% Skills 15% Knowledge)	
2. Elective: Reimagined Worlds	55			40%	15%
Totals	100	30	40	30	
Outcomes		1, 2	1, 3	1, 2, 4	
<p>Outcomes:</p> <p>1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies</p> <p>2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts</p> <p>3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts</p> <p>4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts</p> <p>5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes</p>					

ENGLISH EXTENSION 2 – ENGLISH FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2
		Week 10	Week 4	Week 10
		Date: 19/12/2018	Date: Wed A 20/2/2019	Date: Wed B 3/7/2019
		Task 1 Viva Voce 30%	Task 2 Literature Review 40%	Task 3 Critique of the Creative Process 30%
Skills in extensive composition	50	15%	20%	15%
Skills in sustained composition	50	15%	20%	15%
Totals	100	30	40	30
Outcomes		2, 4	2, 3, 4	2, 5
Outcomes:				
1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology				
2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context				
3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition				
4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea				
5 reflects on and evaluates the composition process and the effectiveness of their own published composition				

FOOD TECHNOLOGY – TAS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 7	Week 9	Week 1/2
		Date: 11/12/2018	Date: Thurs A 14/3/2019	Date: Thurs A 27/6/2019	Date: Trial Exam Period
1.Knowledge and understanding of course content	40	5%	10%	5%	20%
2. knowledge and skills in designing, researching, analysing and evaluating	30	10%	10%	10%	
3. skills in experimenting with and preparing food by applying theoretical concepts	30	10%	10%	10%	
Totals	100	25	30	25	20
Outcomes		H2.1, H3.2, H5.1	H1.2, H1.4, H3.1	H1.1, H4.1, H4.2	All except 1.3, 1.4
Outcomes:					
H1.1 explains manufacturing processes and technologies used in the production of food products					
H1.2 examines the nature and extent of the Australian food industry					
H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations					
H1.4 evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment					
H2.1 evaluates the relationship between food, its production, consumption, promotion and health					
H3.1 investigates operations of one organisation within the Australian food industry					
H3.2 independently investigates contemporary nutrition issues					
H4.1 develops, prepares and presents food using product development processes					
H4.2 applies principles of food preservation to extend the life of food and maintain safety					

HISTORY EXTENSION – HSIE FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 2	Term 3
		Week 9	Week 9	Week 3
		Date: Tuesday A 11/12/2018	Date: Wed A 26/6/2019	Date: 7/8/2019
1. Knowledge and understanding of significant historical ideas and processes	40	Task 1 Oral Presentation 30%	Task 2 Historical Process Research & Report 30%	Task 3 History Process Final essay 40%
2. Skills in designing, undertaking and communicating historical inquiry and analysis	60	15%	10%	15%
Totals	100	30	30	40
Outcomes		H1, 3, 4	H1, 2, 4	H1, 2, 3, 4
Outcomes:				
<p>HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations</p> <p>HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches</p> <p>HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues</p> <p>HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions</p>				

INDUSTRIAL TECHNOLOGY TIMBER – TAS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 7	Week 9	Week 1/2
		Date: 26/11/18	Date: Fri B 15/3/2019	Date: Fri A 28/6/2019	Date: Trial Exam Period
1. Knowledge and understanding of course content	40		10 %		30 %
2. Knowledge and skills in the design, management, communication and production of a major project	60	20 %		40 %	
Totals	100	20	10	40	30
Outcomes		H1.1, H1.2, H3.1, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H5.1, H5.2, H7.1, H7.2	H2.1, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H3.2, H4.3 H5.1, H5.2, H6.2 H7.1, H7.2
Outcomes:					
H1.1 investigates industry through the study of businesses in one focus area					
H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry					
H1.3 identifies important historical developments in the focus area industry					
H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques					
H3.1 demonstrates skills in sketching, producing and interpreting drawings					
H3.2 selects and applies appropriate research and problem-solving skills					
H3.3 applies and justifies design principles effectively through the production of a Major Project					
H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project					
H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills					
H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components					
H5.1 selects and uses communication and information processing skills					
H5.2 examines and applies appropriate documentation techniques to project management					
H6.1 evaluates the characteristics of quality manufactured products					
H6.2 applies the principles of quality and quality control					
H7.1 explains the impact of the focus area industry on the social and physical environment					
H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment					

JAPANESE BEGINNERS - LOTE FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

Component	weighting	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 1/2
		Date: Tues B 4/12/18	Date: Thurs A 21/3/2019	Date: Thurs A 13/6/2019	Date: Trial Exam Period
		Task 1 Oral Presentation 10%	Task 2 Response in English to spoken text/speech 25%	Task 3 Oral & Written responses to written text & presentation with teacher 25%	Task 4 Trial HSC Exam 40%
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, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.4, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 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 FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

Component	weighting	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Week 1/2
		Date: Tues 4/12/18	Date: Thurs A 21/3/2019	Date: Thurs A 13/6/2019	Date: Trial Exam Period
		Task 1 Oral Presentation	Task 2 Response to a written text/email	Task 3 Oral & Written responses to spoken text/oral interaction	Task 4 Trial HSC Exam
Component		15%	25%	20%	40%
1. Listening	30			15	15
2. Reading	30		15		15
3. Speaking	20	15		5	
4. Writing	20		10		10
Totals	100	15%	25%	20%	40%
		1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.4, 3.5, 3.6	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				

JAPANESE EXTENSION - LOTE FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

	Component	Weighting	Term 1	Term 2	Term 3
			Week 8 Date: Fri A 22/3/2019	Week 9 Date: Fri A 28/6/2019	Week 1/2 Date: Trial Exam Period
			Task 1 Analysis and response to prescribed text on prescribed issues 30%	Task 2 Oral + Written Task Personal response to prescribed monologue- prescribed issues 30%	Task 3 Trial HSC Exam 40%
1.Text Analysis in English	30	20			10
2. Response Text in Japanese	20	10			10
3. Writing in Japanese	30				10
4. Speaking	20				10
Totals	100	30%			40%
			2.1, 2.2, 2.3	1.1, 1.2, 2.1	1.1, 1.2, 2.1, 2.2, 2.3
OUTCOMES:					
1.1 discusses attitudes, opinions and ideas in Japanese 1.2 formulates and justifies a written or spoken argument in Japanese 2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Japanese					

LEGAL STUDIES - HSIE FACULTY

HSC Assessment Schedule 2018/2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 8	Week 5	Week
		Date: Friday B 7/12/2018	Date: Fri A 22/3/2019	Date: Fri A 31/5/2019	Date: Trial Exam Period
1. Knowledge and understanding of course content	60	Task 1 Crime In-Class Task, Extended Response 20%	Task 2 Human Rights Research 25 %	Task 3 Focus Study Research & In-Class Task 20%	Task 4 Trial HSC Exam 30%
2. Research	20	10%	15%	10%	20 %
3. Communication	20	5 %	5%	5%	5%
Totals	100	20%	25%	20%	30%
Outcomes		H1, 2, 3, 7	H1, 2, 5, 8, 9	H1, 4, 5, 7, 10	H2, 3, 4, 5, 6, 9, 10

Outcomes:

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

MATHEMATICS STANDARD 2 – MATHEMATICS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 6	Week 1/2
		Date: Wednesday 12 th December Period 2	Date: Fri B 29/3/2019	Date: Tues B 27/5/2019	Date: Trial Exam Period
1. Concepts, skills & techniques	50	Task 1 Open Book Test 16%	Task 2 <i>In class task</i> 30%	Task 3 Research Task 20%	Task 4 <i>Trial HSC Exam</i> 34%
2. Reasoning & Communication	50	8%	15%	10%	17%
Totals	100	16%	30%	20%	34%
<u>Outcomes:</u>					
MS1-12-1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts.				
MS1-12-2	Analyses representations of data in order to make predictions and draw conclusions				
MS2-12-3	Interprets the results of measurements and calculations and makes judgments about their reasonableness, including the degree of accuracy and the conversion of units where appropriate				
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve practical problems				
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments				
MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms				
MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data				
MS2-12-8	Solves problems using networks to model decision-making in practical problems				
MG1H-9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognize appropriate times and methods for such use.				
MG1H-10	Uses mathematical argument and reasoning to evaluate conclusions communicating a position clearly to others and justifying a response.				

MATHEMATICS STANDARD 1 - MATHEMATICS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 6	Week 1/2
		Date: Wednesday 12 th December Period 2	Date: Fri B 29/3/2019	Date: Tues B 27/5/2019	Date: Trial Exam Period
1. Concepts, skills & techniques	50	Task 1 Open Book Test 16%	Task 2 <i>Research Task & Skills Test</i> 30%	Task 3 Research Task 20%	Task 4 <i>Trial HSC Exam</i> 34%
Totals	100	16%	30%	20%	34%
<u>Outcomes:</u>					
MS2-12-1		Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts			
MS2-12-2		Analyses representations of data in order to make inferences, predictions and draw conclusions			
MS1-12-3		Interprets the results of measurements and calculations and makes judgements about their reasonableness			
MS1-12-4		Analyses simple two-dimensional models to solve practical problems			
MS1-12-5		Makes informed decisions about financial situations likely to be encountered post-school			
MS1-12-6		Represents the relationships between changing quantities in algebraic and graphical forms			
MS1-12-7		Solves problems requiring statistical processes			
MS1-12-8		Applies network techniques to solve network problems			
MG2H-9		Chooses and uses appropriate technology effectively and recognises appropriate times for such use			
MG2H-10		Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others.			

MATHEMATICS ADVANCED – MATHEMATICS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4		Term 1	Term 2	Term 3
		Week 9		Week 9	Week 6	Week 1/2
		Date: Friday 14 th December Period 3	Date: Tues B 26/3/2019	Date: Tues B 27/5/2019	Date: Trial Exam Period	
1. Concepts, skills & techniques	50	Task 1 Open Book Test 16%	Task 2 <i>In class task</i> 30%	Task 3 Test Style Questions 20%	Task 4 <i>Trial HSC Exam</i> 34%	
2. Reasoning & Communication	50	8%	15%	10%	17%	
Totals	100	16%	30%	20%	34%	

Outcomes:

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

H2 Constructs arguments to prove and justify results

H3 Manipulates algebraic expressions involving logarithmic and exponential functions

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

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

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

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

H8 Uses techniques of integration to calculate areas and volumes

H9 Communicates using mathematical language, notation, diagrams and graphs

MATHEMATICS EXTENSION 1 – MATHEMATICS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 6	Week 1/2
		Date: Tuesday 11 th December Period 5	Date: Fri B 29/3/2019	Date: Fri B 31/5/2019	Date: Trial Exam Period
1. Concepts, skills & techniques	50	Task 1 Open Book Test 16%	Task 2 <i>In class task</i> 30%	Task 3 Test Style Questions 20%	Task 4 <i>Trial HSC Exam</i> 34%
Totals	100	16%	30%	20%	34%

Outcomes:

HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 Uses inductive reasoning in the construction of proofs

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

HE4 Uses the relationship between functions, inverse functions and their derivatives

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

HE6 Determines integrals by reduction to a standard form through a given substitution

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

MATHEMATICS EXTENSION 2 – MATHEMATICS FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 6	Week 1/2
		Date: Monday 10 th December Period 4	Date: Wed B 27/3/2019	Date: Wed B 29/6/2019	Date: Trial Exam Period
1. Concepts, skills & techniques	50	Task 1 Open Book Test 16%	Task 2 <i>In class task</i> 30%	Task 3 Test Style Questions 20%	Task 4 <i>Trial HSC Exam</i> 34%
2. Reasoning & Communication	50	8	15	10	17
Totals	100	16%	30%	20%	34%

Outcomes:

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

MODERN HISTORY – HSIE FACULTY

HSC Assessment Schedule 2018/19

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 6	Week 6	Week
		Date: Monday A 26 th November 2018	Date: Thurs/Fri A 7/3/2019 or 8/3/2019	Date: Tues/Wed B 4/6/2019 or 5/6/2019	Date: Trial Exam Period
1. Knowledge and understanding of course content	40	Task 1 Russia Source Portfolio 20%	Task 2 Historical Analysis Extended Responses 25%	Task 3 Sources Short Answers 25%	Task 4 Trial HSC Exam 30%
2. Historical skills in the analysis and evaluation of sources and interpretation	20	5%	10%	5%	20%
3. Historical Inquiry & Research	20	5%	10%	5%	
4. Communication of Historical Understanding in Appropriate Forms	20	5%	5%	5%	5%
Totals	100	20%	25%	25%	30%
Outcomes		12.1, 12.3, 12.5, 12.8	12.2, 12.3, 12.5, 12.712.9	12.1, 12.6, 12.8, 12.8	12.1, 12.2, 12.3, 12.5, 12.7, 12.8

Outcomes:

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

MUSIC 1 – CAPA FACULTY

HSC ASSESSMENT SCHEDULE -2018/2019

Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 7	Week 8	Week 9	Week 1/2
		Date: Friday 7/12/2018 WHOLE DAY	Date: Mon/Tues A 18/3/2019 & 19/3/2019	Date: Monday A 24/6/2019	Date: Trial Exam Period
		Task 1 <i>Topic 1 – An Instrument and its Repertoire</i> VIVA VOCE	Task 2 <i>Topic 1 – An Instrument and its Repertoire</i> Aural Responses & Core Performance	Task 3 <i>Topic 2 – Music of the 20th and 21st Century</i> Composition & Elective 1 Performance/Composition /Musicology	Task 4 <i>TRIAL HSC</i> <i>Topic 2 – Music of the 20th and 21st Century</i> & <i>Topic 3 – Music for Radio, Film, Television and Multimedia</i> Aural Written Task Elective 2 (Performance/Composition/Musicology) & Elective 3 (Performance/Composition/Musicology)
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	H1,2,3,4,5,6,7,8,9,1 0,11	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>					

PDHPE – PDHPE FACULTY

HSC Assessment Schedule 2018 – 2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 10	Week 7	Weeks 1 / 2
		Date: 13/12/18	Date: Tuesday A 2/4/2019	Date: Tuesday A 11/6/2019	Date: Trial Exam Period
1. Knowledge and understanding of: * Factors that affect health * The way the body moves	40%	Task 1 25% Report	Task 2 20% Topic test	Task 3 25% Research on Ottawa Charter	Task 4 30% Trial
2. Skills in: * Influencing personal and community health * Taking action to improve participation and performance in physical activity	30%	10%	10%	10%	10%
3. Skills in critical thinking, research and analysis	30%	5%	5%	10%	10%
Totals	100%	25%	20%	25%	30%
Outcomes		H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H10, H11, H13, H15, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16,	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H13, H14, H15,
Outcomes:					

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

PHOTOGRAPHY AND DIGITAL IMAGING – CAPA FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 9	Week 9	Week 1 / 2
		Date: Wednesday 12/12/18	Date: Tues B 26/3/2019	Date: Wed A 26/6/2019	Date: Trial Exam Period
		Task 1 Architecture Photos & Theory Assignment 25%	Task 2 Landscape Photography & Written Exam 35%	Task 3 Practical Photos Creative Techniques Major Project 25%	Task 5 Trial HSC Exam 15%
1. Making	70	20	25	25	
2. Critical and Historical Studies	30	5	10		15
Total	100	25%	35%	25%	15%
		All outcomes	All outcomes	M1, M2, M3, M4, M5, M6	C1, C2, C3, C4, C5
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				

PHYSICS- SCIENCE FACULTY

HSC ASSESSMENT SCHEDULE 2018-2019

Component	weighting	Term 4	Term 1	Term 2	Term 3
		Week 9	Week 7	Week 9	Week 1-2
		Date: Monday 10/12/18	Date: Thurs B 14/3/2019	Date: Thurs A 27/6/2019	Date: Trial HSC Exam period
		Task 1 Depth Study	Task 2 Skills assessment	Task 3 Practical assessment	Task 3 Trial exam
Knowledge and understanding	40	10%	10%		20%
Skills in working Scientifically	60	15%	10%	25%	10%
Totals	100	25%	20%	25%	30%
Outcomes		PH 12-12, 12 -5, 12-7	PH 12-12, 12-13, 12-4	PH 12-1, 12-2 12-3	PH12-12, 12-13, 12-14, 12-15, 12 -6
Outcomes:					
PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation					
PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information					
PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information					
PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media					
PH11/12-5 analyses and evaluates primary and secondary data and information					
PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes					
PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose					
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles					
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively					
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world					
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom					

SCIENCE EXTENSION - SCIENCE FACULTY HSC ASSESSMENT SCHEDULE 2018-2019

Component	weighting	Term 1 2019	Term 2	Term 3
		Week 4	Week 5	Week 3
		Date: Wed A 20/2/2019	Date: Wed A 29/5/2019	Date: As per NESA date
Task 1 Presentation of the research proposal		Task 2 Progress report + Written task	Task 3 Scientific Research Report	
1. Communicating Scientifically	30	10%	10%	10%
2. Gathering, recording, analysing and evaluating data	30	5%	15%	10%
3. Application of scientific research skills	40	5%	15%	20%
Total	100%	20%	40%	40%
Outcomes		SE-1 to SE-7	SE-1 to SE-7	SE-1 to SE-7

Outcomes:

A student:

- › refines and applies the Working Scientifically processes in relation to scientific research SE-1
- › analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry SE-2
- › interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan SE-3
- › uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets SE-4
- › analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research SE-5
- › analyses and reports on a contemporary issue or an application of science informed by primary or secondary-sourced data, or both, in relation to relevant publicly available data sets SE-6
- › communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report SE-7

SLR – PDHPE FACULTY

HSC Assessment Schedule 2018 - 2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 10	Week 6	Week s 1 / 2
		Date: 4/12/18	Date: Tues B 2/4/2019	Date: Thurs B 6/6/2019	Date: Trial Exam Period
		Task 1 Report on skills demonstration Coaching Theory 10% Practical 30%	Task 2 Topic Test in class	Task 3 Journal Resistance Training Theory 10% Practical 20%	Task 4 Trial HSC Exam
1. Knowledge and understanding	50%	10%	10%	10%	20%
2. Skills	50%	30%		20%	
Totals	100%	40%	10%	30%	20%
Outcomes		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
Outcomes:					
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					

VISUAL ARTS – CAPA FACULTY

HSC ASSESSMENT SCHEDULE – 2018/2019

Component	Weighting	Term 4	Term 1	Term 2	Term 3
		Week 8	Week 10	Week 10	Week 1/2
		Date: Tuesday 4/12/18	Date: Fri B 5/4/2019	Date: Tues B 2/7/2019	Date: Trial Exam Period
		Task 1 Critical and Historical Study - Essay and VAPD and work in progress	Task 2 Evaluation of VAPD and works in progress & Research 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 & Body of work Material and conceptual practice in progress
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	15	15	10
Totals	100	15%	20%	25%	40%
		H3, H7	H1, H6, H7, H10	H2, H4, H8, H9	H1, H5, H8, H10
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				

School Name: Northmead CAPA HS

COURSE: HSC Construction

Student Competency Assessment Schedule

2019

Code	Unit of Competency	Assessment Tasks for Certificate II Construction Pathways CPC20211			HSC Examinable Units of Competency	
		Cluster D Formwork	Cluster E Level a simple slab	Cluster F Assemble for off-site manufacture	Half year Exam Week: 11 Term: 2 30/5/2019	HSC Trial Exam Week: 1 & 2 Term: 3 19/4/2019
CPCCCA2003A	Erect and dismantle formwork for footings	X				
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 CAPAHS
Course: HSC Entertainment Industry

Student Competency Assessment Schedule
2019

Code	Unit of Competency	Assessment Tasks for CUA30415 Statement of Attainment towards Certificate II in Live Production and Services			HSC Examinable Units of Competency
		Cluster E On the Stage	Cluster F Vision Systems	Cluster G Customer is always right	
CUASTA301	Assist with production operations for live performances	X			
CUASIMT301	Work effectively backstage during performances	X			
MEM18002B	Use power tools/hand held operations	X			
CUAV/SS302	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 Name: Northmead CAPA HS
COURSE: HSC Hospitality – Food and Beverage Stream

Student Competency Assessment Schedule
2019

Code	Unit of Competency	HSC Examinable Units of Competency					
		Cluster D Safe, Clean and Skilled	Cluster E (Part 1) Restaurant Service	Cluster E (Part 2)	Cluster F Working in Hospitality	Half Year Exam	Trial HSC Exam
	Assessment Tasks for Certificate II Hospitality SIT20316	Week: 7 Term: 4 Date: 28/11/18	Week: 10 Term: 2 Date: 3/7/2019	Week: 10 Term: 2 Date: 3/7/2019	Week: 3 Term: 3 9/8/2019	Week: 9/10 Term: 1 1/4/2019	Week: 1/2 Term: 3
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		X		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.



**Student Competency Assessment Schedule
2019**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster D Working in the industry	Cluster E Handling Stock	Cluster F General Selling Stream	Cluster G Sales and Security	Half Year Exam	Trial HSC Exam
SIRXIND001	Work effectively in a service environment	X				Week: 5 Term: 1 2019	Week: 5 Term: 2 2019
SIRXIND002	Organise and maintain a store environment	X				Week: 5 Term: 1 2019	Week: 5 Term: 2 2019
SIRRINV001	Receive and handle retail stock		X				
SIRRINV002	Control stock		X				
SIRRMER001	Produce visual merchandise displays			X			
SIRXPDK001	Advise on products and services			X			
SIRXRSK001	Identify and respond to security risks				X		
SIRXSLS001	Sell to the retail customer				X		
SIRXSLS002	Follow point-of-sale procedures				X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

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.

HSC ASSESSMENT SCHEDULE CALENDAR 2018-19

Wk Begin.	WK	Monday	Tuesday	Wednesday	Thursday	Friday

Mon 15 Oct	1					
Wk Begin.	WK	Monday	Tuesday	Wednesday	Thursday	Friday
Tue 29 Jan	1 2		STAFF DEVELOPMENT DAY			CAFS - T1 20%
Mon 4 Feb	32	English Standard – T1 20% English Advanced – T1 20%				
	4					
Mon 11 Feb	3 5			Crossroads Camp	English Ext 1 – T1 30% Crossroads Camp	English Studies – T1 20% Crossroads Camp
Mon 18 Feb	4 6			Science Ext T1 30% English Ext 2 – T2 40%		Entertainment Cluster E
Mon 25 Feb	7 5	Retail Cluster E Industrial Technology Timber T1 -20% Biology T2 20% period 4	Ancient History – T1 20% period 3,4	Hospitality Cluster D	Drama T1 – 20% period 2	Legal Studies2 – T1 20% period 2
Mon 4 Mar	6	Entertainment Cluster F Business studies – T1 20% period 1,3,4 Modern History – T2 25%	Entertainment Cluster F	Entertainment Cluster F	Legal Studies Cluster F 20% period 3	Entertainment Cluster F
	8		Visual Arts – T1 15%		Economics – T1 20%	Music – T1 10% whole
Mon 11 Mar	7		Anticipatory History – T2 25% Japanese Beginners – T1 15% period 4 Business Studies – T2 25% (12BS1 & 11BSA) Japanese Continuers – (12B63, 12PS3)	Business Studies – T2 25% Physics – T2 20%	Food Tech1-T2 30%	Industrial Technology Timber Chemistry T2 10% T1 20% period 1
Mon 18 Mar	8	Music – T2 25% (Core F) Dance – T1 20% whole	Music – T2 25% (Aural) T1 20% period 4 SLR – Task 1 40% period 4	Chemistry – T2 30%	Economics – T2 25% Japanese Beginners – T2 20%	Retail Cluster D Engineering Studies – T2 25% Legal Studies – T2 25%
	9	Maths Ext 2 – T1 16% period 4 Dance – T1 20% whole	Maths Ext 1 – T1 16% period 5 Food Tech – T1 25% period 1	Maths Standard 1 & 2 – T1 16% period 2 Photography – T1 25% period 2	PDH – T1 25% period 1 Japanese Continuers – T2 25% Construction C	Engineering Studies T1 20% period 1 Maths Advanced - T1 15% period 3
Mon 25 Mar	9	day Physics – T1 25% Period 1 Biology1 – T1 20% Period 1	Photography – T2 35% History Ext 1 – T1 20% Maths period 5 Biology2 – T1 20% Period 2 Dance – T1 20% whole	Maths Ext 2 – T2 30%	English ESE – T2 20% period 1	Maths Ext 1 – T2 30% Maths Standard 2 – T2 30% Maths Standard 1 – T2 30%
Mon 1 Apr	10	Modern History – T1 20% Dance – T2 30% period 1,3,4	day Dance – T2 30%		EAL/D – T2 25%	Visual Arts – T2 20%
	10	Hospitality Exam	SLR – T2 10% PDH – T2 20%	English Ext 2 – T1 30%	STAFF DEVELOPMENT DAY	STAFF DEVELOPMENT DAY
Mon 8 April	11	English Studies – T2 20%	Construction Cluster D Construction Exam			

Wk Begin.	WK	Monday	Tuesday	Wednesday	Thursday	Friday
Mon 29 Apr	1	STAFF DEVELOPMENT DAY	English Standard – T2 25% English Adv – T2 25%			
Mon 6 May	2					
Mon 13 May	3				English Ext 1 –T2 40%	
Mon 20 May	4					
Mon 27 May	5	Retail Cluster F		Science Ext T2 -40%	Construction Cluster E Economics – T3 25%	
Mon 3 June	6	Ancient History – T3 25%	Modern History – T3 25% Maths Advanced – T3 20% Maths Standard 2 – T3 20% Maths Standard 1 – T3 20%	Modern History – T3 25% Maths Ext 2 – T3 20%	SLR – T3 30%	Entertainment Cluster G English Standard – T3 25% English Adv – T3 25% Maths Ext 1 – T3 20%
Mon 10 June	7	QUEEN'S BIRTHDAY	PDH –T3 25% Business Studies – T3 25%	Business Studies – T3 25%	Japanese Beginners –T3 25% Japanese Continuers – T3 15% CAFS -T3 25% Drama – T3 20%	English Studies – T3 40% Engineering Studies T3 – 25%
Mon 17 June	8	Spirit Week 60 th Birthday Celebrations	Spirit Week 60 th	Spirit Week 60 th	Spirit Week 60 th	Spirit Week 60 th

			Birthday Celebrations	Birthday Celebrations	Birthday Celebrations	Birthday Celebrations
Mon 24 June	9	Music – T3 25% English EALD – T3 30% Chemistry – T3 20%	Dance -T3 10%	Dance -T3 10% Photography – T3 25%	Food Tech - T3 25% Physics – T3 25%	Industrial Technology Timber -T3 40% Japanese Ext – T2 30%
Mon 1 July	10	Biology – T3 30% Hospitality Cluster E Part 1 & 2	Visual Arts – T3 25%	English Ext 2 T3 -30%		

Wk Begin.	WK	Monday	Tuesday	Wednesday	Thursday	Friday
Mon 22 July	1	STAFF DEVELOPMENT DAY	Trial HSC Exams	Trial HSC Exams	Trial HSC Exams	Trial HSC Exams
Mon 29 July	2	Trial HSC Exams	Trial HSC Exams	Trial HSC Exams	Trial HSC Exams	Trial HSC Exams
Mon 5 Aug	3	Science Ext T3 40%				Hospitality Cluster F
Mon 12 Aug	4					
Mon 19 Aug	5	Retail Cluster G	Construction Cluster F			
Mon 26 Aug	6	Entertainment	Entertainment	Entertainment	Entertainment	Entertainment
Mon 2 Sept	7					
Mon 9 Sept	8					

Mon 16 Sept	9					
Mon 23 Sept	10					

NORTHMEAD CREATIVE & PERFORMINGS ARTS HIGH SCHOOL



NORTHMEAD CREATIVE AND
PERFORMING ARTS HIGH SCHOOL

STUDENT CONTRACT

I have read the Northmead Creative & Performing Arts High School Year 12 HSC Internal Assessment Booklet and understand that I am required to meet all assessment deadlines stipulated in the assessment schedules for each of my subjects and follow the guidelines in the Handbook.

I understand that failure to meet any obligations as a student at Northmead Creative & Performing Arts High School may compromise my HSC.

I understand that I must meet School Assessment Policies and Procedures, as well as, NESA rules and regulations regarding the award of the Higher School Certificate.

I understand that failure to meet any obligations as a Year 12 student at Northmead Creative and Performing Arts High School may jeopardise my position at the school.

I understand that my obligations to the school include regular attendance, wearing full school uniform, academic application and appropriate behaviour at all times.

I understand that all work submitted will be my work as per NESA – “All My Own Work” guidelines.

[This handbook is also available on the Northmead CAPA website and Parent Portal]

Student Name: _____

Student Signature: _____ Date: _____

Guardian Name: _____

Guardian Signature: _____ Date: _____