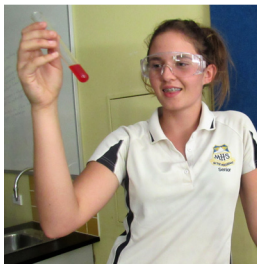




# MONARO

## High School

### HSC Assessment Booklet | Year 12



# Your Commitment for Success

- | It is **your responsibility** to ensure you are meeting the pattern of study requirements at all times. You cannot change or withdraw from a subject without permission in writing from the school and your parents.
- | It is your responsibility to ensure you are studying ten units of the correct subjects to gain an Australian Tertiary Admissions Rank (ATAR). When you are given an enrolment confirmation sheet from the NSW Education Standards Authority (NESA), it is your responsibility to check and verify that you are correctly enrolled for the Higher School Certificate (HSC) and an ATAR, if needed. You must notify the Administration Office if you change your address or any personal details during the year.
- | It is **your responsibility** to complete all class work, assignments, revision and research in addition to HSC assessment tasks. You need to do the best you can in all assessment tasks to give yourself the best possible chance of attaining a good final HSC mark. You need to commit to completing all tasks to the best of your ability and to submit all assessment tasks on time.
- | You must present your own work. Further explanation of this is outlined in the HSC: All My Own Work program.
- | You need to make a commitment that school will be your top priority during the HSC year. This will include a study plan each night for homework, revision, summary writing, assessment tasks, class assignments and study. Work commitments should be balanced with school and leisure commitments.
- | All students at Monaro High School, including Year 12, need to be prepared to wear school uniform to school every day and on official school excursions and sporting visits.
- | Students studying Vocational Education and Training (VET) courses need to ensure mandatory Work Placements are completed on time. Additionally, TVET students must meet all Tertiary and Further Education (TAFE) requirements including satisfactory attendance (that is, not absent for more than three TAFE days).



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# Welcome to your Higher School Certificate

## Introductory Notes:

The following guidelines have been written to assist you to successfully plan and complete your assessment tasks during your HSC Studies.

- | The **timing, order or nature of assessment tasks** outlined in this booklet are subject to change and should be read as a guide. Your teacher may make a professional judgement to vary a task.
- | If a **task is varied**, your teacher will discuss this with you. For smaller classes a new date may be negotiated. For larger classes or courses, a new date will be issued. The final decision to vary an assessment task will be made by the Head Teacher of the relevant Faculty.
- | Except in exceptional circumstances, the **number of tasks and weightings** will not change.
- | **Two weeks' notification of tasks** will always be given. This will be noted on the Assessment Task Notification proforma.
- | A **marking guideline** will be provided with the assessment task notification (where applicable) or on return of the task.

## Course Completion Criteria

You will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that you have:

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

## Class Attendance

Whilst NESA does not mandate attendance requirements, Monaro High School's policy is that students should have at least a 90% attendance rate in each course. Failure to achieve this rate may result in you not fulfilling some or all of the course completion criteria. Your teachers and Learning Adviser will monitor your attendance and will give you early warning if your level of attendance is of concern.

Note: NESA insists on a minimum number of dedicated practical hours in Science Courses must be covered.

Vacations will be used for study and assignment work. Students must not seek to extend their vacation by taking extra time before or after the actual school vacation periods.

# Information on NESA HSC Examination

## Practical Examinations and Submissions:

The following HSC courses require the students to undertake a Practical Examination and/or submit HSC Major Works/Projects in the third term. Students will be advised during the year as to the actual completion and submission dates of the assessments:

- | Drama - Core Group Practical Performances, Individual Performance and Individual submitted Projects, Process Diaries
- | Visual Arts - Bodies of Work and Process Diaries
- | Music - Core and Elective composition, Performances and Musicology Essays
- | English Extension 2 - Major Works and Journals
- | Industrial Technology - Major Works and Folios
- | Society and Culture - Personal Interest Project

## 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 NESA.

**For more details on the HSC Examination and examinations timing please visit the following website:**

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

### Other Useful websites:

UAC - University Admissions Centre: [www.uac.edu.au](http://www.uac.edu.au)

Monaro High School website: <https://monaro-h.schools.nsw.gov.au>

# Higher School Certificate

## Purpose of School Assessment

Assessment consists of a series of tasks which measure your achievement in a particular course. The purpose of HSC assessment is to compare the achievement of all students within a course and rank them accordingly.

The School Assessments are intended to provide an indication of a student's attainment which is based on a wide range of syllabus outcomes determined by NESA.

Your final assessment total and ranking will be sent to NESA. NESA will moderate this school mark using the HSC exam marks obtained by all students in your course at **Monaro High School**. The rank order within each course for the assessment will not change, but the mark given by the school will be altered by this process. This moderated assessment mark will appear on your HSC along with your own HSC examination mark for each course. The average of these marks determines your final result for each course.

*The final HSC assessment mark for each course will not be provided to students. This is provided to NESA in confidence. Students will be given their course rank.*

## Components of the Assessment

In each course, teachers are required to assess specific aspects of the course. These items are referred to as Assessment Components and specific guidelines are set down by the NESA as to the value of each component relative to the total course.

Assessments can include, but are not limited to:

- | Practical work
- | Field work
- | Research assignments, case studies and essays
- | Formal exams and class tests
- | Oral presentations and seminars

# Higher School Certificate

## Completion of Assessment Tasks

Satisfactory completion of a course involves participation in experiences which are integral requirements of the syllabus, including such things as attendance and participation in class activities, practical work and assessment tasks.

NESA expects you to undertake all set assessment tasks and that you make a genuine attempt at each task. The minimum requirement is that you make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

This 50% guideline can be applied in a number of ways including the word length of a task, the length of a presentation and the number of components (eg: question / activities) in a task.

A task that is determined to have not been substantially completed may be treated as a non-serious attempt or as a non-completion. These both may result in being awarded zero. If you do not comply with the assessment requirements you may be given an 'N' Determination and fail to complete your HSC.

If the Principal determines that you have not fulfilled the above criteria, you will be given a written warning with sufficient time for you to correct any problems regarding your application or completion of courses. If the problem is not corrected, then you may be deemed UNSATISFACTORY in that course and an 'N' determination will be made.

In particular, student absence will be regarded seriously, since significant non-attendance will make it very difficult for you to fulfil course requirements.

## Timing of Tasks

You will be notified in writing of the specific criteria for each assessment including the weighting and due date, at least two weeks in advance of the due date. Tasks other than in-class tasks must be submitted no later than 9.00 am on the due date, unless otherwise advised on the Assessment Task Notification by your class teacher.



# Higher School Certificate

## Special Provisions

NESA has a program to help students with practical support in their High School Certificate examinations. This practical support, known as 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, the school submits an online application to NESA. 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.

To support the school in applying for provisions you child must contact the Learning and Support Office and commence this process before the end of term 4. This will enable sufficient time to conduct the mandatory testing or documentation collating required. If your child has a diagnosed medical condition that will require supporting medical documentation this needs to be dated in Term 4. Please contact the Learning and Support team to discuss the necessary medical support documentation.

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 Learning Support Team.

# Higher School Certificate

## Application for Special Consideration - Absences, Illness and Misadventure

### Requesting Extensions:

If a student knows that he/she needs an extension for a task, an application for Special Consideration can be made. Extensions are not automatic. Students will need to supply documentary evidence as to why they have a valid reason for an extension and the Head Teacher of the Faculty must be satisfied that unfair advantage will be gained over other students.

A request for extension should be submitted to the subject teacher a minimum of 2 school days prior to the due date, (where possible). This application must include any component of task completed to date. Extensions requested after this time frame may be denied.

All applications for special consideration must be completed using the Application for Special Consideration Form - Absence, illness and misadventure form located on page ??? of this booklet.

### Planned absence or Illness:

- (a) If you are going to be absent from school for legitimate reasons when a task is due, you should negotiate an alternate date as soon as you are aware of the absence and have this approved by the relevant **Head Teacher**
- (b) If you are going to be absent from school when a task is due because of illness or misadventure, you should attempt to negotiate an extension **prior to the due date**. Supporting evidence **MUST** be provided (eg: doctor's certificate) to the relevant **Head Teacher** on the day you return to school.

### Unplanned absence, Illness or misadventure:

- (c) If you are unable to attend the school to submit or complete an assessment task due to unforeseen circumstances or illness **on the due date**, you must notify the school **on the day** and provide appropriate evidence (eg: medical certificate or statutory declaration) to the relevant **Head Teacher on the day you return to school**.
- (d) If a student is suffering from an ongoing medical condition, it is their responsibility to apply for appropriate provisions to allow them to attempt tasks. Medical certificates for exemption based on long term and/or foreseeable conditions may not be accepted.

### Medical Certificates:

Where a medical certificate is required to support an appeal for special consideration it must be submitted with the Application for special consideration form (pg ??)

Medical Certificates must include the following information:

- | Be issued during the period of illness
- | State the nature of the illness
- | State the date the student visited the medical professional
- | State the dates the student is unfit for attendance

# Higher School Certificate

Please be aware that medical certificates written by a qualified medical practitioner closely related to the student will not be accepted as valid documentation.

Extended periods of absence due to ongoing medical concerns:

- It is the student's responsibility to ensure appropriate documentation for Special Consideration appeals and supporting medical certificates are forwarded to the Learning Adviser at the first available opportunity. This may include the submission of progress certificates if required. Failure to provide this documentation may result in a finding of an unsupported appeal.

## **Being Late for a Test or Examination:**

- If a student is late to an assessment task then it will need to be determined if there is a valid reason for the lateness. Missing the bus to get to school is not a valid reason. If the reason for lateness is not considered valid, the student should attempt the task but no extra time will be given.
- If the reason is valid, then the student will be allowed the full time if it is feasible, or arrangements to complete the task or a substitute task at an alternate time might be made. An estimate might be given if it is not feasible to complete the task or a substitute task.
- Students will be required to submit an Appeal for Special Consideration to their teacher at the first available opportunity after the task is completed, detailing the issues and/or concerns experienced on the day that resulted in lateness.

## **Clashes with School Excursion:**

- Sometimes a student may be going on an excursion on the day a task is due and not be able to hand it in at the designated time/place. If this is the case, the student can submit an Appeal for Special Consideration form requesting an alternate arrangement for handing in the task. This will enable alternate arrangements for the student so that the work can be handed in without the student being penalised. It is the student's responsibility to ensure the appeal form is submitted to the subject teacher before the due date.

# Higher School Certificate

## Being away before an assessment task is due:

- Students who are absent in the days or week immediately prior to an assessment task due date, without an application for special consideration appeal in place, are not entitled to an immediate extension of time and must complete the task on the due date as notified. They can appeal for misadventure with the appropriate supporting documentation after the task is completed.

## Getting an Estimate:

Estimates can be used when students miss a task and a substitute task is not feasible. The estimate is determined from other information known about the student in the course. Often other Assessment Tasks and Ranks are used to produce the estimate. Class work and class tasks or tests may be used to produce estimates if they are more closely related to the work to be estimated than the remaining assessment tasks in the course. This may include tasks completed in the Preliminary Course if insufficient information is available to make a reasonable judgement.

## Intent to use School Provisions

Students that have applied for special provisions for assessment tasks (eg. extra time, separate supervision) must complete the Intent to Use School Provisions form on page ??? and submit to class teacher 1 week prior to task.

# Higher School Certificate

## Technology and Assessment Tasks

Problems caused by technological difficulties do not normally count as misadventure. Whatever material that has been completed before the technological breakdown should be submitted. Emailing of assessment tasks may only be done by prior arrangement with your teacher.

- i.** Most students now use some form of electronic technology to produce their submitted assessment tasks. Some assessment tasks will required that students submit the task in electronic form and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.
- ii.** It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in extreme circumstances.
- iii.** To minimise problems in relation to technology, students should adhere to the following protocols:
  - | When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
  - | When working at school, save the latest version of your work to your personal files on the school server.
  - | Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
  - | Check the compatibility of your home software with the school's technology.
  - | Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
  - | To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

**Please note that applications for special consideration should be submitted on the correct form contained in this booklet.**

# Occasions where zero marks may be awarded

## 1. Deadlines and Extension

You may be awarded zero for a task if you fail to meet deadlines without prior approval for an extension. You will still be required to submit the assessment to meet course requirements.

## 2. Absence from a Test

You may be awarded zero for a test if you do not meet the conditions of illness, absences and misadventure, noted above. You will still be required to sit the test to meet course requirements. Please note that for the Trial HSC examinations a “catch-up day” will be scheduled.

## 3. Malpractice

You may be awarded zero if you are found to be engaging in malpractice in assessment tasks or tests. Examples of malpractice include, but are not limited to:

- | **Cheating** during an examination or assessment task.
- | Deliberately **disrupting** the conduct of an assessment task.
- | Colluding with others to submit similar work or collaborate on tasks which are clearly meant to be completed as an individual task.
- | Plagiarising of material without due acknowledgement - plagiarism is defined as ‘stealing the words or ideas of another and using them as one’s own’. (Collins English Dictionary, p 749). This includes:
  - copying out of one or more books or journals and presenting it as your own work;
  - cutting and pasting from the Internet or a CD and presenting it as your own work;
  - submitting work that contains a large contribution from another person such as a parent, coach or subject expert;
  - paying someone to write or prepare material on your behalf;

Please note students should adhere to the principles and practices outlined in HSC - All My Own Work. - All incidents of malpractice are reported to NESAs and recorded on their HSC register.

## 4. Non-Serious Attempts of Assessment Tasks

You will be awarded zero if the Head Teacher of the subject makes the professional judgment that you have not made a serious attempt at an assessment task. A non-serious attempt is when a student submits an assessment task which demonstrates little or no thought or effort, is generally incomplete or which contains frivolous or objectionable material or is plagiarised. A serious attempt is the presentation of an assessment task which meets the requirements of the set task and which has been completed to the best of the student’s ability.

## 5. Mobile Phones, iPods and PDAs

You will be awarded zero if you use electronic devices during a test or examination. It is strongly recommended that students do not have these devices in their possession when undertaking assessment tasks. They should be surrendered to the assessment supervisor before entering an assessment room. None of these items are permitted in any formal examination room. They should be left in your car or handed in to the front office.

# Appeals

Appeals in relation to assessment procedures should be made at the time of the task. See your class teacher first if you are unhappy with the process followed. If you still need assistance you should speak with your Head Teacher. Appeals relating to marks will generally not be accepted. Appeals should be made verbally, then in writing within seven days of the return of the task. The Appeal Form is located in this booklet.

If you are not satisfied with the decision of the Head Teacher, you may apply to the Principal for a school review only on the basis that the Assessment program has not been followed or that the procedures used in arriving at the final Assessment mark are incorrect.

## Appeals about Final Assessment Ranks

Students may appeal against decisions concerning aspects of the award of the High School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

1. Student appeals against 'N' determinations for non-completion of particular course.
2. Student appeals against assessment rankings in HSC courses.
3. Student appeals against the withholding of High School Certificate and Record of School Achievement credentials by the NSW Education Standards Authority (NESA).

If you wish to appeal your final assessment rank, use the appeal proforma, HSC Assessment Appeal Application, in this booklet. If you are not satisfied with the Head Teacher's or Principal's final decision, you may appeal to NESA.

## Appeals relating to Teacher Misadventure

In the rare event of teacher misadventure (misplaced tasks, theft of vehicle housing task, destruction by fire etc.) and the teacher is unable to access a submitted assessment task. The student's appeal will be directed to the Faculty Head Teacher and Executive for consideration. A decision will be made appropriate to the task nature and student wellbeing for estimation or alternate arrangement of marking/grade allocation as required.

## Unacceptable Grounds for Appeal

The application process does not cover:

- | attendance at a sporting or cultural/music event, or family holiday
- | alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be causes involving the interruption to the completion of a HSC submitted work or loss of materials prepared by the student which the NSW Education Standards Authority (NESA) will consider, eg major works stolen or destroyed by vandals.
- | disabilities for which NESA has already granted disability provisions)

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practice with the provision(s) granted.

- | matters avoidable by the student (eg. misreading of timetable; misinterpretation of examination papers)

# The School's Responsibilities

1. For all tasks your teacher will give you written notice which indicates the nature of the task, when it will be held or when it is due and the outcomes to be assessed. The relative value of the task will be specified. The school will provide a marking guideline to define how the task will be assessed, as indicated on the Assessment Task Notification.
2. The school will keep records of your performance and you will be provided with written feedback on your performance and information about your progress in specific tasks.
3. The school will provide you with access to syllabus documents. Your teacher may give you copies of relevant pages as you begin each new topic. Copies of all course syllabuses are held in the library. All syllabus documents are available on the internet on [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## Your Responsibilities

1. To carefully read this document and be familiar with the requirements for all assessment tasks.
2. To use your assessment planner and raise any issues arising promptly.
3. To attend all timetabled lessons unless prevented by a legitimate reason. If you are absent from school, it is your responsibility to catch up on all missed work. To provide documentation to cover all absences.
4. To complete all set tasks on time and to the best of your ability.
5. To be familiar with the prescribed texts, topics, projects and works that are set for study in your various courses.
6. To notify your teacher if you are unable to attend an assessment task and to present documentary evidence if necessary.
7. To understand that all work, both assessable and non-assessable, contributes to your skills and knowledge of the course. Failure to complete non assessable work may lead to the loss of your Principal's certification for the successful completion of the HSC.



# Referencing

## A Guide to Writing Bibliographies

(Based on the Harvard Style)

In all assessment tasks that are based on research it is essential that any sources of information are accurately acknowledged. There are two aspects to this:-

- | **Citing of References** - When you quote material in the body of your work or refer to the work of someone else or use an idea you found in a reference it is essential that you acknowledge the fact. This can be done either by the use of footnotes or by using the Harvard method. The Harvard method is a system of making reference to a source listed in your bibliography.
- | **Bibliographies** - with every assessment you need to include a bibliography. This is the list of all the sources you have used in your assessment task. It should be included as an appendix.

### BOOKS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

**For Example:**

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

### BOOKS (edited)

Include the following information in this order:

- | Editor's surname, initials. (full stop)
- | (ed. (in brackets)
- | Year. (in brackets) (full stop)
- | Title of book. (underlined OR italics) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

**For Example:**

Morgan, J. (ed.) (1993). *How to be a successful author*. Penguin Books.

### CD ROMs

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics) (full stop)
- | CD ROM [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

**For Example:**

Hawking, S.W. (1994). *A brief history of time: an interactive adventure [CD ROM]*. N.Y.: Crunch Media.

# Referencing

## E-Mail

Include the following information in this order:

- | Sender's surname, initials. (full stop)
- | (Sender's E-mail address), (brackets) (comma)
- | Day, (comma) month, (comma) year. (full stop)
- | Subject of message. (underlined OR italics) (full stop)
- | E-mail to (recipient's E-mail address). (brackets) (full stop)

### For Example:

Lowman, D. (deborah@pbsinc.com.au), 4, April, 1998. Internet referencing. (awill@dva.gov.au).

## JOURNALS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title of article. (full stop)
- | Title of the journal (underlined OR italics) (full stop)
- | Volume, number, month/season, (comma)
- | Page numbers of article. (full stop)

### For Example:

Burns, S. (1989). *There's more than one way to learn. Australian Wellbeing. No 33, October, pp42-44.*

## NEWSPAPERS

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title or article. (full stop)
- | Title of the newspaper. (underlined OR italics) (full stop)
- | Date of publication, (comma)
- | Page numbers of article. (full stop)

### For Example:

Popham, B. (1997). "Saving the future". *Weekend Australian. 7 February, p10.*

# Referencing

## REFERENCE BOOKS

Include the following information in this order:

- | Title of book. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)

**For Example:**

*The Cambridge encyclopedia of human evolution.*(1992). Cambridge: Cambridge University Press

## VIDEOS

Include the following information in this order:

- | Series title. (full stop)
- | Series number. (full stop)
- | Title. (underlined OR italics) (full stop)
- | Year. (in brackets) (full stop)
- | Place of publication: (colon)
- | Publisher. (full stop)
- | Date of transmission, (comma)
- | Medium: Format. [in square brackets] (full stop)

**For Example:**

*Fragile Earth. 5. South American wetland. (1982). London: BBC. 17, October, [video:VHS].*

## WORLD WIDE WEB

Include the following information in this order:

- | Author's surname, initials. (full stop)
- | Year. (in brackets) (full stop)
- | Title. (underlined OR italics)
- | [Internet]. [in square brackets] (full stop)
- | Place of publication: (colon)
- | Publisher (if ascertainable). (full stop)
- | Available from: <URL [Accessed date]. [in square brackets] (full stop)

**For Example:**

*Holland, M. (1996). Harvard System [Internet]. Poole: Bournemouth University.  
Available from: [http://www.bournemouth.ac.uk/service-depts/lis/LIS\\_Pub/harvardsys.htm](http://www.bournemouth.ac.uk/service-depts/lis/LIS_Pub/harvardsys.htm)  
Accessed 6, May, 1998].*

**From a person:** whether in person, by phone or by email: Name Year, pers. Comm., date  
*A Gibson 2005, pers. comm., 10th October*



## ASSESSMENT TASK NOTIFICATION

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:

Date Due:

(Date and Period for In-Class Tasks)

Marking Guide:

Attached

Provided on return of Assessment Task

Assessment Task Details:

Assessment Criteria / Outcomes:



# ASSESSMENT TASK NOTIFICATION

## CHANGE OF DATE

Course Title:

Teacher:

Topic / Area of Study:

Assessment Task Weighting:

Date Distributed:

Term:	Week:
Date:	

Original Date Due:

Term:	Week:
Date:	

Date Due;

Term:	Week:
Date:	
Period(s):	

Head Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:



# APPLICATION FOR SPECIAL CONSIDERATION

## *Absence - Illness - Misadventure*

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately of the situation.

On the day the student returns to school this form must be returned to the relevant Head Teacher of the subject affected. The student **MUST** keep a signed copy of this form.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Task Title: \_\_\_\_\_

Due Date of Assessment Task: \_\_\_\_\_

- Absence
- Illness
- Misadventure

**Reason For Application:** (Please describe how your ability to complete or submit this assessment task has been affected)

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Attached is a Medical Certificate or other verification to support this request.

Student and Parent Signatures: \_\_\_\_\_ / \_\_\_\_\_

Class Teacher Recommendation: \_\_\_\_\_  Supported  Not Supported  
 (signature)

Head Teacher Decision and Recommendation:  Supported  Not Supported

- Extension of time without penalty
- Substitute task
- Estimate based on evidence
- Application declined due to insufficient cause

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# HSC Assessment Appeal Application

- I have discussed the issue with my teacher prior to filling out this application
- I have discussed the issue with the HT prior to filling out this application

1. Complete this form if you wish to appeal about the assessment program or the procedures used to arrive at your mark
2. Hand in the completed form to the appropriate Head Teacher within 7 Days of the task's return.
3. Ask for a copy of the form to be made and returned to you.

**This section is completed by the student:**

Student	
Year	
Teacher	
Subject	
Nature of Assessment Task	(Eg: Examination, Unit Test, Assignment, Research, Practical, In Class/Take Home Task)
Date of Task	
Task Completed	
Reason for appeal Please note you can only appeal the assessment program or the assessment process - not the mark Please use the reverse side of the form if you need more detail	

Signed: \_\_\_\_\_ Date application submitted: \_\_\_\_\_  
 (Students Name)

**This section is completed by the Head Teacher:**

Head Teacher	
Decision Please use the reverse side of the form if you need to add more detail	

- Copy To Student
- Copy To Head Teacher



## Intent to Use School Based Provisions

Student Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Year: 10 / 11 / 12      Assessment Name and Due Date

\_\_\_\_\_

Note: Notice is required is five school days unless otherwise negotiated with your teacher

I intend to use the following provision's for the above:

<ul style="list-style-type: none"> <li>• Writer, with a time allowance of 2.5 mins for every 30 mins of a task</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Extra time to write (5 mins for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Reader</li> </ul> <p style="text-align: center;"><b>AND / OR</b></p> <ul style="list-style-type: none"> <li>• Extra time to read (5 mins for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Rest breaks (5 minutes for every 30 minutes of a task)</li> </ul>
<ul style="list-style-type: none"> <li>• Separate Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Individual Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Medical Provisions <ul style="list-style-type: none"> <li>• Food/drink</li> <li>• Ventilation</li> <li>• Medication</li> <li>• Varied Seating</li> <li>• Other .....</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Hearing Support person</li> </ul>
<ul style="list-style-type: none"> <li>• Vision support person</li> </ul>
<ul style="list-style-type: none"> <li>• Other .....</li> </ul>

Student Signature.....

Date.....

Teacher.....

Date copy given to student.....

Faculty Use:

Reader / Writer Name:

Provision use:





# SUBJECT ASSESSMENT SCHEDULES

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## AGRICULTURE (HSC) 2019

Task Number & Name		Task 1 Plant Growth Trial	Task 2 Farm Product Study	Task 3 Elective Report	Task 4 Trial Examination
Nature of Task		A scientific report on soil science and the analysis of data from growing a Lupin crop	Visit a working property and observe collect data on a plant or animal product Data is based on the marketing chain from the farm to the consumer	Powerpoint presentation on the new technology used in one of the three electives offered	Written assessment on the content covered during the course
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Interpretation and analysis of data from the plant trial</li> <li>Report conclusion and recommendations to farmers and other interested parties</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation and analysis of data collected</li> <li>Students generate a farm product report which focuses on the marketing of a particular farm product</li> </ul>	<ul style="list-style-type: none"> <li>Students research a new technology which may include hardware / software: for example, Robotic Dairy</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the knowledge of the core topics and farm case study</li> </ul>
Outcomes being assessed		H1.1, H2.1, H4.1	H1.1, H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1 to H5.1
Assessment Components	Weight	<b>Task Assessment Components</b>			
Knowledge/understanding of: the factors that interact in agricultural production systems; and the impact of innovation, ethics and current issues on Australian agricultural systems	40	5	10	10	15
Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner, and decision-making and the evaluation of technology	40	10	10	10	10
Skills in effective research, experimentation and communication	20	5	5	5	5
<b>Total Weight</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Timing of Task</b>		2018 Term 4 Week 9	Term 2 Week 1	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: Agriculture

A Student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agriculture production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agriculture problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agriculture systems

## BIOLOGY (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Research report	Poster	Depth Study	Trial HSC Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Complete a report on reproduction and heredity</li> </ul>	<ul style="list-style-type: none"> <li>Create a visual tool that can be used to educate other students about the use of on artificial genetic technique</li> </ul>	<ul style="list-style-type: none"> <li>Plan and conduct a practical investigation relating to the microbial testing of water or food samples</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a 3 hour examination assessing the skills required to work scientifically, through the application of the knowledge and understanding of the modules studies</li> </ul>
Outcomes being assessed		BIO11/12-4; BIO11/12-5; BIO11/12-7; BIO11/12-4; BIO11/12-5; BIO12-12	BIO11/12-4; BIO11/12-5; BIO11/12-7; BIO12-13	BIO11/12-1; BIO11/12-2; BIO11/12-3; BIO11/12-4 BIO11/12-5; BIO11/12-7; BIO12-14	BIO11/12-1; BIO11/12-2; BIO11/12-3; BIO11/12-4 BIO11/12-5; BIO11/12-6 BIO11/12-7; BIO12-12, BIO12-14; BIO12-15;
<b>Assessment Components</b>	<b>Weight</b>	<b>Task Assessment Components</b>			
Skills in working scientifically	60	15	15	20	10
Knowledge and understanding of course content	40	5	5	10	20
<b>Total Weight</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Timing of Task</b>		2018 Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 2-4

## Outcomes: Biology

A Student:

### SKILLS

<b>Questioning and Predicting:</b>	BIO 11/12-1	develops and evaluates questions and hypotheses for scientific investigation
<b>Planning investigations:</b>	BIO 11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
<b>Conducting investigations:</b>	BIO 11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
<b>Processing data and information:</b>	BIO 11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>Analysing data and information:</b>	BIO 11/12-5	analyses and evaluates primary and secondary data information
<b>Problem solving:</b>	BIO 11-12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific audience or purpose
<b>Communicating:</b>	BIO 11-12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose

### KNOWLEDGE AND UNDERSTANDING

<b>Module 5:</b>	BIO12-12	<b>Heredity</b> explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
<b>Module 6:</b>	BIO12-13	<b>Genetic Change</b> explains natural genetic change and the use of genetic technologies to induce genetic change
<b>Module 7:</b>	BIO12-14	<b>Infectious Diseases</b> analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
<b>Module 8:</b>	BIO12-15	<b>Non-infectious Diseases and Disorders</b> explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## BUSINESS STUDIES (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Researched Article & Report	Case Study Task	Extended Response	Finance Topic Test
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Operations</li> </ul>	<ul style="list-style-type: none"> <li>Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Finance</li> </ul>
Outcomes being assessed		H2, H3, H5, H7	H1, H4, H5, H6, H7, H8, H9	H3, H4, H6, H7, H8	H2, H3, H6, H8, H9, H10
Assessment Components	Weight	<b>Task Assessment Components</b>			
Knowledge & understanding	40	10	10	10	10
Stimulus-based skills	20	10			10
Inquiry and research	20		10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
<b>Total Weight</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>
<b>Timing of Task</b>		2018 Term 4 Week 5	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 4

## Outcomes: Business Studies

A Student:

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



## CHEMISTRY (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Equilibrium Calculation	Conduct and complete depth study related to Modules 5 & 6	Create a Teaching Tool	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Undertake an equilibrium calculations task in class.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a self-directed dept study into the concepts of acid/base reactions and equilibrium</li> </ul>	<ul style="list-style-type: none"> <li>Create a model/poster/video/worksheet to educate Year 10 extension Science students about organic chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Undertake a 3 hour examination assessing the development of the skills required to work scientifically, through the application of the knowledge and understanding of the modules studied</li> </ul>
Outcomes being assessed		CH12-4, CH12-5, CH12-6	CH12-1, CH12-2, CH12-3, CH12-5, CH12-7, CH12-12, CH12-13	CH12-4, CH12-7, CH12-14	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15
<b>Assessment Components</b>	<b>Weight</b>	<b>Task Assessment Components</b>			
Skills in Working Scientifically	60	10	30	10	10
Knowledge and understanding of course content	30	5	10	5	20
<b>Total Weight</b>	<b>100%</b>	30%	30%	<b>15%</b>	40%
<b>Timing of Task</b>		2018 Term 4 Week 8/9	Term 1 Weeks 7-10	Term 2 Week 8	Term 3

## Outcomes: Chemistry

A Student:

- CH12-1 questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- CH12-2 planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3 conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4 processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5 analysing data and information - analyses and evaluates primary and secondary data and information
- CH12-6 problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7 communicating - communicates scientific understanding using suitable language and terminology for specific audience or purpose
- CH12-12 Module 5 - EQUILIBRIUM AND ACID REACTIONS - explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 Module 6 - ACID/BASE REACTIONS - describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 Module 7 - ORGANIC CHEMISTRY - analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 Module 9 - APPLYING CHEMICAL IDEAS - describes and evaluates chemical systems used to design and analyse chemical processes

## DRAMA (HSC) 2019

Task Number & Name		Task 1 Australian Drama and Theatre (core study)	Task 2 Studies in Drama and Theatre	Task 3 Group performance and Individual project process	Task 4 Trial Examination
Nature of Task		Performance and Critical Writing	Performance and Reflective Writing	Presentation of group performance and individual project and submission of logbook	Students present the final product of their individual projects and group performances  Written exam consisting of two essays. Topic: Australian Drama and studies in Drama and Theatre
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Practical and theoretical study of particular forms, styles, movements or traditions of theatre in Australia</li> </ul>	<ul style="list-style-type: none"> <li>A study in Drama and Theatre involves students learning about aspects of drama and theatre in societies and cultures, past and present, or the work of a practitioner or company.</li> </ul>	<ul style="list-style-type: none"> <li>Making an effective group performance and well-developed individual project.</li> <li>Ongoing monitoring and registration of work in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Present a complete and well-developed individual project and demonstrate an ability to manipulate theatrical elements and conventions to create dramatic meaning through a group performance.</li> <li>Consolidate student knowledge and understanding of Australian Drama and Studies in Drama and Theatre.</li> </ul>
Outcomes being assessed		H1.2, H3.1, H3.2, H3.3, H3.4	H1.2, H1.8, H2.5, H3.1, H3.2, H3.3, H3.5	H1.1, H1.4, H1.5, H1.6, H2.1, H2.5	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H3.5
Assessment Components	Weight	Task Assessment Components			
<b>Making</b> The practice of making in Drama is characterised by learning that involves workshopping concepts, ideas and experiences through enquiry, research, analysis and experimentation	40	5	10	25	
<b>Performing</b> The practice of performing in Drama is characterised by learning that involves presenting drama and theatre to an audience	30	5	5	5	15
<b>Critically Studying</b> The practice of critically studying in drama and theatre is characterised by learning that involves research, critical analysis, evaluation and reflection. Students learn how to reflect on their own work and the work of others, and extend their cultural, artistic and social understanding	30	10	5		15
<b>Total Weight</b>	100%	20%	20%	30%	30%
<b>Timing of Task</b>		2018 Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: Drama

### Making

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 collaborates effectively to produce a group-devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work

### Performing

- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills for theatre and other media
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

### Critically Studying

- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

## EARTH AND ENVIRONMENTAL SCIENCE (HSC) 2019

Task Number & Name		Task 1 Secondary Source Investigation: Tectonic Impacts	Task 2 Practical Task: Environments through time	Task 3 Practical Tasks	Task 4 Secondary Source Investigation: Caring for the country	Task 5 Trial Examination
Nature of Task		Individual case study of a recent earthquake/ tsunami in report format.	In class activity where students will complete a timeline, graphs and examine fossils.	Students will plan, perform and report on three practical tasks.	Evaluation of a soil/ salinity erosion program or strategy.	3 Hour Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Students will produce a case study of a tectonic event, the plates involved, technology to measure crustal movements and investigate solutions to minimise the disastrous effects of future events</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine and describe fossils in a stratigraphic sequence and explain why investigations and best undertaken individually and in teams.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work individually and in teams to plan, perform and report on: soil compaction and simulated waste treatment.</li> </ul>	<ul style="list-style-type: none"> <li>Students will gather and process relevant information to evaluate a strategy or program used in NSW to treat salinity or soil erosion</li> </ul>	<ul style="list-style-type: none"> <li>Students will undertake a trial examination paper which will test their knowledge, understanding and skills.</li> </ul>
Outcomes being assessed		H1, H5, H13, H4	H12, H13, H14, H15	H2, H11, H12, H13, H14	H9, H10, H6, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14
Assessment Components	Weight	Task Assessment Components				
Knowledge and understanding of: The history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science. The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy	40	5	5		10	20
Skills in: Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources	30	5	5	10	5	5
Skills in: Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams	30	5	5	10	5	5
<b>Total Weight</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Timing of Task		2018 Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: Earth and Environmental Science

### A student :

- H1 evaluates how major advances in scientific understanding or technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in Earth and Environmental Science have been tested and validated
- H3 assesses the impact of particular advances in Earth and Environmental Science on the development of technologies
- H4 assesses the impact of applications of Earth and Environmental Science on society and the environment
- H5 identifies possible future directions of Earth and Environmental Science research
- H6 evaluates the use of the Earth's resources
- H7 discusses geological, biological, physical and chemical evidence of the evolving Australian and world environments
- H8 describes models which can be used to explain changing environmental conditions during the evolution of Australia and other continents
- H9 evaluates the impact of resources utilisation on the Australian environment
- H10 assesses the effects of current pressures on the Australian environments
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions drawn from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards the living and non-living components of the environment; ethical behaviour; and a desire for critical evaluation of the consequences of the applications of science

## ENGINEERING STUDIES (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Detailed written analysis of a Bridge Systems	Open book Examination testing knowledge in Mechanical Systems	Detailed evaluation and analysis of several telecommunication systems the world	Written task 3 hour exam Problem solving, extended writing based on syllabus topics
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Differentiates between properties and justifies the selection of materials, components and the processing in engineering</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving of Analysis of Engineering concepts in Aeronautical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between properties and justifies the selection on materials, components and the processing in engineering</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving of Analysis of Engineering concepts in Civil, Telecommunications and Aeronautical Engineering</li> </ul>
Outcomes being assessed		1, 2, 5, 6, 10	7, 8, 12A, 13	1, 2A, 3, 4	9, 11, 12
Assessment Components	Weight	<b>Task Assessment Components</b>			
Writing	30	5	10	5	10
Reading	25	5	10	5	5
Speaking	15	5		5	5
Listening	15		5	5	5
Viewing and Representing	15	10		5	
Total Weight	100%	25%	25%	25%	25%
Timing of Task		Term 1 Week 2	Term 1 Week 6	Term 2 Week 2	Term 3 Week 2-3

## Outcomes: Engineering Studies

### A student :

- 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 - ADVANCED (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Multimodal presentation with related material	Comparative Essay	Critical Response	Portfolio of Writing with Reflection Statements
Central Concepts & Task Criteria		Texts and Human Experiences	Textual Conversations	Critical Study	Craft of Writing
Outcomes being assessed		EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	10	10	15
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2018 Term 4 Week 8	Term 1 Week 6	Term 2 Week 9	Term 3 Week 5

## Outcomes: English - Advanced

### A student :

- EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA12-6 investigates and evaluates the relationships between texts
- EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## ENGLISH - Extension 1 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3 Trial Examination
Nature of Task		Imaginative Response Reflection	Critical research Multimodal response	Trial HSC
Central Concepts & Task Criteria				
Outcomes being assessed		EE12-1, EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4, EE12-5
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of complex texts and why they are valued	50	10	20	20
Skills in: <ul style="list-style-type: none"> <li>• complex analysis</li> <li>• sustained composition</li> <li>• independent investigation</li> </ul>	50	20	20	10
Total Weight	100	30	40	30
Timing of Task		Term 1 Week 6	Term 2 Week 5	Term 3 Week 2-3

## Outcomes: English - Extension 1

### A student :

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose audience and context, across a range of models, media and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 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
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## ENGLISH - Extension 2 (HSC) 2019

Task Number & Name		Task 1 Viva Voce	Task 2 Literature Review	Task 3 Critique of the Creative Process
Nature of Task		Addressing the proposal for the Major Work	The Impact of Independent investigation on the development of Major Work	Draft version of the major work and reflection on progress to date
Central Concepts & Task Criteria				
Outcomes being assessed		EEX12-1, EEX12-3, EEX12-5	EEX12-3, EEX12-4, EEX12-5	EEX12-2, EEX12-3, EEX12-5
Assessment Components	Weight	Task Assessment Components		
Skills in extensive independent investigation	50	15	20	15
Skills in sustained composition	50	15	20	15
Total Weight	100	30	40	30
Timing of Task		Term 1 Week 3	Term 2 Week 3	Term 3 Week 2

## Outcomes: English - Extension 2

### A student :

- EEX12-1 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
- EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

## ENGLISH - STANDARD (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Texts and Human Experiences	An in class listening task. Students respond to the stimuli in an extended response	Extended response	Visual representation of the thematic concerns in the set text.
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Multimodal task with related material</li> </ul>	<ul style="list-style-type: none"> <li>Analytical response</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative writing with reflection</li> </ul>
Outcomes being assessed		EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8	EN12-12, EN12-#, EN12-5, EN12-7, EN12-8	EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-9
<b>Assessment Components</b>	<b>Weight</b>	<b>Task Assessment Components</b>			
Knowledge and understanding of course content	50	15	15	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	10	15	15
<b>Total Weight</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Timing of Task		2018 Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5

## Outcomes: English - Standard

### A student :

- EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN12-6 investigates and explains the relationships between texts
- EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner



## ENGLISH STUDIES (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Written Analysis	Multimodal Text - Motivational Speaking with Transcript	Written and Visual Text - Newspaper Front Page	Collection of classwork
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Mandatory module: Texts and Human Experiences</li> </ul>	<ul style="list-style-type: none"> <li>Playing the Game-English in Sport</li> </ul>	<ul style="list-style-type: none"> <li>Telling us all about it: English and the Media</li> </ul>	<ul style="list-style-type: none"> <li>All modules (including Part of the Family - English and Family Life)</li> </ul>
Outcomes being assessed		ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-9	ES12-2, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5	ES12-3, ES12-5, ES12-6, ES12-8, ES12-10
Assessment Components	Weight	<b>Task Assessment Components</b>			
Knowledge and understanding of course content	50	15	15	10	10
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	50	15	10	15	10
Total Weight	100%	30%	25%	25%	20%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: English - Studies

### A student :

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES1-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7 represents own ideas in critical, interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

## FOOD TECHNOLOGY (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3
Nature of Task		Research Communication Case Study - Bega Cheese	Experimentation and Preparation Design and Evaluation Foods for a specific diet and modification to meet health demands Biscuit - Modified	Trial Examination All 4 topics FFI FM PPD Nut
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Investigates operations of an organisation within the Australian Food Industry</li> <li>Analyses the impact of the Australian Food Industry</li> <li>Examine food preservation and how systems are applied to maintain food safety standards</li> <li>Produce a product to reflect the AFI studied</li> </ul>	<ul style="list-style-type: none"> <li>The Design Brief</li> <li>Produce a product to meet a specific purpose and Target market</li> <li>Modify a basic Biscuit recipe supplied</li> <li>Nutritional - product must reflect a health claim - low GI, Diabetic, Gluten Intolerant, fortified</li> </ul>	<ul style="list-style-type: none"> <li>Name</li> <li>Define</li> <li>Describe</li> <li>Analysis</li> <li>Critically analysis</li> <li>Evaluate</li> <li>Critically Evaluate</li> </ul>
Outcomes being assessed		H1.2, H3.1, H4.2	H1.3, H3.2, H4.1	H1.1, H1.4, H2.1, H5.1
Assessment Components	Weight	Task Assessment Components		
Knowledge and understanding of food technology	20	5	0	15
Skills in researching, analysing and communicating food issues	30	10	15	5
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	
Skills in designing, implementing and evaluating solutions to food situations	20			20
Total Weight	100%	30%	30%	40%
Timing of Task		Term 1 Week 3 Friday Theory Term 1 Week 3-4 Practical	Term 2 Week 7 Friday Theory	Term 3 Week 2-3

## Outcomes: Food Technology

A student :

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of 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 demonstrates skills in using the language conventions of a variety of text forms, including literary texts, informative texts and texts for vocational contexts
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

## INDUSTRIAL TECHNOLOGY - METAL & ENGINEERING, MULTIMEDIA, TIMBER PRODUCTS & FURNITURE TECHNOLOGY (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Major Project Planning	Industry Study Questions	Major Projects & Folio	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Major project concept development and quantities of materials</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of organisational and structural factors in relation to the focus area</li> </ul>	<ul style="list-style-type: none"> <li>Major project finalisation in preparation for submission</li> </ul>	<ul style="list-style-type: none"> <li>1.5 hour exam demonstrating understanding of the course in written responses, both in short and extended questions</li> </ul>
Outcomes being assessed		H3.1, H3.2, H3.3, H5.1, H5.2	H1.1, H1.2, H1.3, H3.2, H7.2	H4.1, H4.2, H4.3, H5.1, H5.2	H6.1, H6.2, H7.1, H7.2
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used in Metal & Engineering Technologies	40	5	20	5	10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project.	60	20	5	20	15
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2018 Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: Metal & Engineering Technologies, Multimedia, Timber Products & Furniture Technology

A student :

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H1.4 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and environment

## INVESTIGATING SCIENCE (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Practical Task	Research Assignment	Depth Study	Trial Exam
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Complete an investigation to test a claim in Science and produce a formal scientific report</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a secondary source investigation into developing an evidence based argument and produce an essay</li> </ul>	<ul style="list-style-type: none"> <li>Completing research and a practical investigation/s to produce a formal scientific report</li> </ul>	<ul style="list-style-type: none"> <li>Examining knowledge and understanding as well as working scientifically aspects of investigations</li> </ul>
Outcomes being assessed		INS12-1, INS12-2, INS12-3	INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	INS11/12-1, INS11/12-3, INS11/12-6, INS11/12-7	INS11/12-1, INS11/12-4, INS11/12-5, INS12-6
Assessment Components	Weight	Task Assessment Components			
A) Knowledge and Understanding	40	10	10	10	10
B) Skills in working scientifically	60	10	10	20	20
Total Weight	100%	20	20	30	30
Timing of Task		Term 4 Week 10 2018	Term 1 Week 6	Term 2 Week 10	Term 3 Week 2

## Outcomes: Investigating Science

A student :

- INS11-12-1 **Questioning and predicting** - develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 **Planning investigations** - designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 **Conducting investigations** - conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 **Processing data and information** - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 **Analysing data and information** - analyses and evaluates primary and secondary data and information
- INS11/12-6 **Problem solving** - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 **Communicating** - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS12-12 **Module 5 - SCIENTIFIC INVESTIGATIONS** - develops and evaluates the process of undertaking scientific audience or purpose
- INS12-13 **Module 6 - TECHNOLOGIES** - describes and explains how science drives the development of technologies
- INS12-14 **Module 7 - FACT OR FALLACY?** - uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 **Module 8 - SCIENCE AND SOCIETY** - evaluates the implications of ethical, social, economic and political influences on science



## LEGAL STUDIES (HSC) 2019

Task Number & Name		Task 1 Core Part 2: Human Rights	Task 2 Core Part 1: Crime	Task 3 Option 1	Task 4 Option 2
Nature of Task		Tutorial-style presentation on a contemporary human rights issue.	In class examination.	Research Task	In class essay
Central Concepts & Task Criteria		Research and present to class with summary handouts	Multiple choice, short answer and extended response	Media file with annotations	
Outcomes being assessed		H1, H3, H6, H8	H1, H5, H7, H10	H1, H2, H3, H8	H1, H4, H6, H9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding	40	5	15	10	10
Analysis & evaluation	20		10		10
Inquiry and Research	20	10		10	
Communication	20	5	5	5	5
Total Weight	100%	20%	30%	25%	25%
Timing of Task		2018 Term 4 Week 6	Term 1 Week 4	Term 2 Week 2	Term 2 Week 9

## Outcomes: Legal Studies

A student :

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

## MATHEMATICS (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	Assignment	In class task	End of Course Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>The tangent to a curve and a derivative of a function</li> <li>Applications of geometrical properties and coordinate methods in geometry</li> </ul>	<ul style="list-style-type: none"> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Logarithmic and exponential functions</li> <li>Trigonometric Functions</li> <li>Integration</li> </ul>	<ul style="list-style-type: none"> <li>All topics from the HSC course plus all Preliminary course work (up to 20% of the examination)</li> </ul>
Outcomes being assessed		H5, H6, H7	H1, H2, H4, H9	H3, H5, H8	H1 to H9
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	10	10	20
Reasoning and communication	50	10	20	10	10
Total Weight	100%	20%	30%	20%	30%
Timing of Task		2018 Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3

## Outcomes: Mathematics

A student :

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

## MATHEMATICS EXTENSION 1 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	In class task	End of Course Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>• Estimation of the roots of a polynomial</li> <li>• Binomial theorem</li> <li>• Circle geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematical induction</li> <li>• Integration using substitution</li> <li>• Permutations, combinations and further probability</li> </ul>	<ul style="list-style-type: none"> <li>• Further trigonometric functions</li> <li>• Inverse trigonometric functions</li> <li>• Inverse functions</li> </ul>	<ul style="list-style-type: none"> <li>• All topics from the HSC course plus all Preliminary course work (up to 20% of the examination)</li> </ul>
Outcomes being assessed		HE1, HE2, HE3	HE5, HE6, HE7	HE1, HE4, HE7	HE1 to HE7
Assessment Components	Weight	<b>Task Assessment Components</b>			
Concepts, skills and techniques	50	10	15	10	15
Reasoning and communication	50	10	10	15	15
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3

## Outcomes: Mathematics Extension 1

A student :

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

## MATHEMATICS EXTENSION 2 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	In class task	End of Course Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Curve sketching</li> <li>Complex numbers</li> </ul>	<ul style="list-style-type: none"> <li>Conic sections</li> <li>Integration</li> <li>Polynomials</li> </ul>	<ul style="list-style-type: none"> <li>Volumes</li> <li>Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>All topics from the HSC course</li> </ul>
Outcomes being assessed		E1, E2, E6	E3, E4, E8	E5, E7, E9	E1 to E9
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	15	10	15
Reasoning and communication	50	10	10	15	15
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3

## Outcomes: Mathematics Extension 2

A student :

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



## MATHEMATICS STANDARD 1 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	Assignment	End of course examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Rates</li> <li>Networks and Paths</li> </ul>	<ul style="list-style-type: none"> <li>Investments</li> <li>Depreciation and Loans</li> <li>Right-Angled Triangles</li> </ul>	<ul style="list-style-type: none"> <li>Further Statistical Analysis</li> </ul>	<ul style="list-style-type: none"> <li>All topics from the HSC course plus all Preliminary course work (up to 20% of the examination)</li> </ul>
Outcomes being assessed		MS1-12-3, MS1-12-4, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	10	10	20
Reasoning and communication	50	10	10	20	10
Total Weight	100%	20%	20%	30%	30%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3

## Outcomes: Mathematics Standard 1

A student :

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

## MATHEMATICS STANDARD 2 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		In class task	In class task	Assignment	End of Course Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Rates and Ratios</li> <li>Introduction to Networks</li> </ul>	<ul style="list-style-type: none"> <li>Investments</li> <li>Depreciation and Loans</li> <li>Non-Right-Angled Trigonometry</li> <li>Simultaneous Linear Equations</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>All topics from the HSC course plus all Preliminary course work (upt to 20% of the examination)</li> </ul>
Outcomes being assessed		MS1-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-15, MS2-12-6, MS2-12-9, MS2-12-10	MS2-12-2, MS2-12-7, MS2-12-0, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10
Assessment Components	Weight	Task Assessment Components			
Concepts, skills and techniques	50	10	10	10	20
Reasoning and communication	50	10	10	20	10
Total Weight	100%	20%	20%	30%	30%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3

## Outcomes: Mathematics Standard 2

A student :

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

## MODERN HISTORY (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4 Trial Examination
Nature of Task		Core Study: Power and Authority in the Modern World 1919-1946 Source Analysis - use of sources to complete multiple choice, short answer and extended response text types	Peace and Conflict - In class essay focusing on the use of a stem quote to answer the focus 'To what extent....'	Change in the Modern World - Historical Analysis	Trial HSC Examination of the following topics: Core Study Peace and Conflict National Study Change in the Modern World
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Uses high order written skills to comprehend, interpret, explain and evaluate events and issues from primary and secondary sources</li> <li>Evaluates sources for their use and reliability.</li> </ul>	<ul style="list-style-type: none"> <li>Uses high order essay skills to evaluate events &amp; issues</li> <li>Explains the views of sources to support key judgement.</li> <li>Understands explains and evaluates the key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Uses high order essay skills to evaluate events and issues</li> <li>Supports argument with specific reference to relevant source material</li> <li>Understands, explains and evaluates the key concepts being examined</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of course content and required skills;</li> <li>Supports argument with specific reference to relevant source material.</li> </ul>
Outcomes being assessed		MH12-2, MH12-5, MH12-6	MH12-1, MH12-3, MH12-4, MH12-8, MH12-9	MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of course content	40	5	10	10	15
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20	5		5	10
Historical inquiry & research	20	5	10	5	
Communication of historical understanding	20	5	5	5	5
<b>Total Weight</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
Timing of Task		2018 Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 2-3

## Outcomes: Modern History

A student :

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

## MUSIC 1 (HSC) 2019

Task Number & Name		Task 1 Core Project	Task 2 Performance	Task 3 Electives	Task 4 Trial Examination
Nature of Task		<p>Activity requires students to do a musicological study of a chosen topic.</p> <p>Using the findings of their research they are to arrange an existing piece of music</p>	<p>Perform the Core Performance piece.</p> <p>Also present progress on one elective choice. Depending on elective this may be:</p> <ul style="list-style-type: none"> <li>• A performance</li> <li>• A musicology viva voce</li> <li>• A composition</li> </ul>	<p>Present progress on the other two elective choices. Depending on elective this may be:</p> <ul style="list-style-type: none"> <li>• A performance</li> <li>• A musicology viva voce</li> <li>• A composition (portfolio work)</li> </ul>	<p>Written responses to four short-answer questions pertaining to the 6 Concepts of Music</p> <p>Depending on elective this may be:</p> <ul style="list-style-type: none"> <li>• A performance</li> <li>• A musicology viva voce</li> <li>• A composition (portfolio work)</li> </ul>
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>• Musicology understanding of the chosen topic</li> <li>• Arrangement of existing work according to the findings of musicological research</li> <li>• Ability to present stylistic interpretations</li> <li>• Understanding of musical concepts and relationships between them</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of technical skills</li> <li>• Stylistic interpretation of chosen topics</li> <li>• Musical expression and sensitivity to chosen repertoire</li> <li>• Demonstration of solo and/ or ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration performance skills in accordance with elective</li> <li>• Demonstration composition skills in accordance with elective composition</li> <li>• Demonstration musicological skills in accordance with elective musicology</li> </ul>	<ul style="list-style-type: none"> <li>• Written responses to musical extracts</li> <li>• Recognition and understanding of musical concepts as identified in the questions</li> <li>• Awareness of topic specific details</li> <li>• Ability to argue the effects of the musical concepts within a given piece, giving examples</li> </ul>
Outcomes being assessed		H2, H3, H5, H7, H10	H1, H3, H6, H8, H9	H1, H5, H7, H9, H10, H11	H2, H4, H6, H8, H10, H11
Assessment Components	Weight	Task Assessment Components			
Core	55	20	10		25
Electives	45		15	30	
Total Weight	100%	20%	25%	30%	25%
Timing of Task		2018 Term 4 Week 7	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 2-3

## Outcomes: Music 1

A student :

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



## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (HSC) 2019

Task Number & Name		Task 1 Health Promotion Ottawa Charter	Task 2 Skill Acquisition & Training Beginner Plan	Task 3 Option Task	Task 4 Trial Examination
Nature of Task		Critically analyse the importance of the five action areas of the Ottawa Charter in relation to one health promotion initiatives	Design, Implement and Evaluate a plan for teaching beginners to acquire a skill through to mastery	Apply knowledge, understanding and skills in the chosen option by undertaking a case study	Complete written exam covering HSC Course content
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Choose a health promotion initiative related to:</li> <li>Australia's Health Priority Issues;</li> <li>Report on priority area and justify it's inclusion,</li> <li>Examine health promotion initiative,</li> <li>Analyse effectiveness of Health Promotion</li> </ul>	<ul style="list-style-type: none"> <li>Design: Appropriate practice methods for the learner, integration of relevant performance elements, awareness of how instruction may vary, evaluation of how feedback is used.</li> <li>Implement and evaluate the effectiveness of the plan</li> </ul>	<ul style="list-style-type: none"> <li>Options: Students will study two of the five options and complete a case study for one of the options Interpreting sets of data</li> <li>~ Improving Performance,</li> <li>~ Sports Medicine,</li> <li>~ Equity and Health,</li> <li>~ Sport and Physical Activity in Australian Society</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge &amp; understanding, practical application and critical inquiry of key concepts through the application of course content in written responses.</li> </ul>
Outcomes being assessed		H1, H2, H4, H5, H15, H16	H8, H9, H10, H16	H2, H3, H6, H7, H8, H10, H11, H13, H16, H17, Outcomes will vary according to options chosen. Separate notification will be supplied.	H1, H2, H3, H4, H5, H7, H8, H9, H13, H14, H15, H17
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding of the factors that affect health and the way that the body moves	40	10	10	10	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	5	10	10
Skills in critical thinking, research and analysis	30	5	10	5	10
Total Weight	100%	20%	25%	25%	30%
Timing of Task		2018 Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 2-3

## Outcomes: Personal Development, Health and Physical Education

### A student :

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- 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, VIDEO AND DIGITAL IMAGING (HSC) 2019

Task Number & Name		Task 1 Practical: 'Food Styling'	Task 2 Written: Critical Response	Task 3 Practical: 'Student Project'	Task 4 Journal: Photographic Practices
Nature of Task		Produce a series of digital images that have been manipulated using photo editing software Accompanying Journal documenting planning, research, processes and investigations of key photographers	Written task in the form of a critical response to a photographic image using an organised structure (description, meaning, formal analysis)	Choice of 'topic' or 'theme' to visually research and produce images in one field (wet photography, video or digital imaging) Accompanying Journal documenting planning, research, processes and investigations of key photographers	Development of a journal containing records of photographs, notes, sketches, plans, diagrams and other research documentation related to making
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Investigate the rise of consumer culture in our society with a focus on the types of food we associate with over-indulgence</li> <li>Investigate how food is 'styled' and photographed to make it look appealing</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills for analysing photographs and exploring personal interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Develop photographic practice by exploring ideas, concepts and subject matter</li> <li>Provide evidence of a students' critical reflection and development of concepts and ideas and documentation of technical aspects of their photographic practices</li> </ul>	<ul style="list-style-type: none"> <li>Provide evidence of a student's critical reflection and development of concepts and ideas, as well as documenting technical aspects of their photographic practice</li> </ul>
Outcomes being assessed		M1, M4, M5	CH1, CH4, CH5	M1, M2, M3, M4, CH2, CH3	M1, M2, M6
Assessment Components	Weight	<b>Task Assessment Components</b>			
Making	70	30		30	10
Critical and History Studies	30		30		
Total Weight	100%	30%	30%	30%	10%
Timing of Task		2018 Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Week 5

## Outcomes: Photography, Video and Digital Imaging

### Making Outcomes:

#### A student :

- 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 as representations/simulations 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 images

### Critical & Historical Studies Outcomes:

#### A student:

- 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 (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Depth Study	Practical Investigation	Topic Test	Trial HSC Exam
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Secondary source investigation for Advanced Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Practical investigation related to motors, generators or transformers</li> </ul>	<ul style="list-style-type: none"> <li>Module 7 Topic Test</li> </ul>	<ul style="list-style-type: none"> <li>End of course final examination.</li> </ul>
Outcomes being assessed		PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7	PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH12-13	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-14	PH11/12-2, PH11/12-4, PH11/12-5, PH11/12-6, PH12-12, PH12-13, PH12-14, PH12-15
Assessment Components	Weight	<b>Task Assessment Components</b>			
Skills in Working Scientifically	60	20	15	15	10
Knowledge and understanding of course content	40	5	10	10	5
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2018 Term 4 Week 7	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 2-3

## Outcomes: Physics

A student :

- PH11/12-1 **Questioning and predicting** - develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 **Planning investigations** - designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 **Conducting investigations** - conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 **Processing data and information** - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 **Analysing data and information** - analyses and evaluates primary and secondary data and information
- PH11/12-6 **Problem solving** - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 **Communicating** - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 **Module 5 - ADVANCED MECHANICS** - describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 **Module 6 - ELECTROMAGNETISM** - explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 **Module 7 - THE NATURE OF LIGHT** - 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 **Module 8 - FROM THE UNIVERSE TO THE ATOM** - 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

## SENIOR SCIENCE (HSC) 2019

Task Number & Name		Task 1 First Hand Investigation	Task 2 Secondary Source Investigation	Task 3 Skills	Task 4 Trial Examination
Nature of Task		Plan, Conduct and report on a dissolution experiment	Secondary Source Research Assignment	Answer specific questions relating to the mandatory skill requirements of the course	Trial Examination
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Students will, in groups, plan and conduct an investigation into digestive system solubility and then individually write up a report on this experiment</li> </ul>	<ul style="list-style-type: none"> <li>Student will undertake individual research for a provided topic and represent this information to answer selected questions</li> </ul>	<ul style="list-style-type: none"> <li>Students will answer selected questions from past HSC trial papers related to specific skills undertaken across all course units</li> </ul>	<ul style="list-style-type: none"> <li>Students will undertake a 3 hour Trial examination paper which will test their knowledge, understanding and skills developed through the course</li> </ul>
Outcomes being assessed		H2, H4, H11, H12, H13, H14, H15	H1, H3, H4, H5, H9, H13	H2, H6, H7, H8, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H14
Assessment Components	Weight	Task Assessment Components			
Knowledge & understanding - The history, nature and practice of science, applications and uses of science and their implications for society and the environment, current issues, research and development in science.  The resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy	40		10	10	20
Skills in: - Planning and conducting first-hand investigations - Gathering and processing first-hand data - Gathering and processing relevant information from secondary sources	30	10	5	10	5
Skills in: - Communicating information and understanding - Developing scientific thinking and problem-solving techniques - Working individual and in teams	30	10	5	5	10
<b>Total Weight</b>	100%	20%	20%	25%	35%
Timing of Task		2018 Term 4 Week 5-10	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 2-3

## Outcomes: Senior Science

A student :

- H1 discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2 applies the processes that are used to test and validate models, theories and laws, to investigations
- H3 assesses the contribution of scientific advances on the development of technologies
- H4 assesses the impact of applications of physics on society and the environment
- H5 assesses the impacts of applications of science on society and the environment
- H6 describes uses of the Earth's resource
- H7 identifies effects of internal and external environmental changes on the human body
- H8 relates the properties of chemicals to their use
- H9 relates the structure of body organs and systems to their function
- H10 discusses ways in which different forms of energy and energy transfers and transformations are used
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions drawn from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science



## SPORT, LIFESTYLE & RECREATION STUDIES (HSC) 2019

Task Number & Name		Task 1 Outdoor Recreation	Task 2 Sports Coaching	Task 3 Gymnastics	Task 4 Course Examination
Nature of Task		Participate in an outdoor recreation camp (2 night 2 day camp)	Design a coaching session related to a sport of your choice and deliver it to the class	Plan & complete a practical assessment in Gymnastics	Complete written exam covering HSC Course content
Central Concepts & Task Criteria		Demonstrate camping skills through theory & practical presentations <ul style="list-style-type: none"> <li>• Campsite selection</li> <li>• Nutrition, clothing &amp; equipment needs</li> <li>• Map &amp; compass skills</li> <li>• Leadership &amp; group relationship skills</li> <li>• Weather forecast</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a written plan addressing the Principles of Training that includes: warm-up, fitness components, coaching points, skill development, modified game/s, equipment &amp; references.</li> <li>• Conduct a coaching session implementing the written plan</li> </ul>	<ul style="list-style-type: none"> <li>• Perform 2 Double-mini vaults, a 10 skill floor &amp; a 10 skill apparatus routine.</li> <li>• Submit a written plan of their routine prior to their performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of key concepts through the application of course content in written responses</li> </ul>
Outcomes being assessed		1.1, 1.3, 2.3, 4.1, 4.2, 4.4	2.1, 2.2, 3.1, 3.2, 4.2	1.1, 1.3, 3.1, 3.4, 4.4	1.1, 1.4, 2.1, 2.2
Assessment Components	Weight	<b>Task Assessment Components</b>			
Knowledge & understanding	50	10	15	10	15
Skills	50	15	10	15	10
Total Weight	100%	25%	25%	25%	25%
Timing of Task		2018 Term 4 Week 7-10 (Dependent on availability)	Term 1 Theory Week 4 Practical Weeks 4-10	Term 2 Week 7	Term 3 Weeks 2-3

## Outcomes: Sport, Lifestyle & Recreation Studies

### A student :

- 1.1 applies the rules & conventions that relate to participation in a range of physical activities
- 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
- 2.1 explains the principles of skill development & training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects & participates in physical activities that meet individual needs, interests & abilities
- 3.1 selects appropriate strategies & tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.4 composes, performs & appraises movement
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills & a capacity to work cooperatively in movement context
- 4.4 demonstrates competence & confidence in movement contexts

## VISUAL ARTS (HSC) 2019

Task Number & Name		Task 1 Research, Proposal and Planning for a Body of Work (BOW)	Task 2 Case Study	Task 3 Trial Examination	Task 4 Resolving the Body of Work and Visual Arts Process Diary (VADP)
Nature of Task		VAPD documenting investigations of art making themes, initial artmaking experimentation, annotations and research about artists' practice related to the student's planning for a Body of Work including a written proposal	An in-depth study of artworks, artists, styles, movements, issues, concepts, processes or techniques in the field of Visual Arts	Complete a 1.5 hour written exam covering HSC course content	Resolving the Body of Work: artwork(s) undergoing refinement, VAPD including artist statement, curation of work(s) for HSC Submission with written evaluation of these decisions  Development of a VAPD and all recordings related to the BOW, including experiments, reflections, research and investigations related to artistic practice
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>An artist based case study researching and investigating themes and artists whose practice inspires the student's own art making</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deeper understanding of various aspects of critical and historical investigations with an emphasis on a particular aspect of content (conceptual framework, frames, practice)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of course content in written responses, both in short answer questions and an extended response (essay)</li> </ul>	<ul style="list-style-type: none"> <li>The BOW is developed during the HSC course and is submitted as evidence of what students know and can do in the practice of art making</li> <li>Provide evidence of a student's practice of art making related to their BOW. Demonstrating their formulation of ideas and their intentions for their art making</li> </ul> <p><i>NB: Student's progress will be monitored and registered throughout the course</i></p>
Outcomes being assessed		H1, H3, H7, H8	H7, H9, H10	H7, H8, H9, H10	H1, H2, H4, H5, H6, H8
Assessment Components	Weight	Task Assessment Components			
Artmaking	50	20			30
Art Criticism and Art History	50	5	15	20	10
Total Weight	100%	25%	15%	20%	40%
Timing of Task		2018 Term 4 Week 9	Term 2 Week 7	Term 3 Week 2-3	Term 3 Weeks 6

## Outcomes: Visual Arts

### A. ARTMAKING OUTCOMES

A student :

- H1 initiates and organises art-making practice that is sustained reflective and adapted to suit particular conditions
- H2 applies their understanding of the relationship among the artist, artwork, world and audience through the 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 resolution
- H6 demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intention within a body of work

### B. ART CRITICISM & ART HISTORY OUTCOMES

A student :

- H7 applies their understanding of practice in art criticism and art history conceptual framework
- H8 applies their understanding of the relationship among the artists, artwork, world and audience
- H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## WORK STUDIES (HSC) 2019

Task Number & Name		Task 1	Task 2	Task 3	Task 4
Nature of Task		Resume & Mock Interviews	Media File Assignment	Team work and enterprise project (Group Task)	Written task 1.5 hour exam Problem solving, extended writing based on syllabus topics
Central Concepts & Task Criteria		<ul style="list-style-type: none"> <li>Communication and job seeking skills, personal presentation</li> <li>Addressing Selection Criteria</li> </ul>	<ul style="list-style-type: none"> <li>Workplace issues including sexual harassment, WHS and bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Assess students ability to independently gather specific information relating to an industry/enterprise of their choosing and present findings in a folio journal presentation</li> </ul>	<ul style="list-style-type: none"> <li>Written responses to a range of questions covering all concepts in the HSC course.</li> </ul>
Outcomes being assessed		1, 2, 3, 4, 5	7, 8, 9	4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9
Assessment Components	Weight	Task Assessment Components			
Knowledge and understanding of work, the work environment and skills for employment	50	10	10	15	15
Skills in research, problem solving and communication related to work	20	5	10	5	
Skills of employment options, career management, life planning and further education and training	30	10	5	5	10
Total Weight	100%	25%	25%	25%	25%
Timing of Task		Term 1 Week 2	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 2-3

## Outcomes: Work Studies

A student :

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

# VOCATIONAL EDUCATION AND TRAINING

## (VET COURSES)

In 2019, Monaro High School will offer the following VET Framework courses:

- | CONSTRUCTION
- | PRIMARY INDUSTRIES

For a detailed description of your course and its requirements, refer to both the Senior Prospectus (VET Information) and your Student Guide for that subject.

## VET SPECIFIC ASSESSMENT INFORMATION

### Assessment Outline

The following general information describes the competency-based approach that is applied to VET courses.

#### | Competency Based Assessment

- In a competency based course, your performance is judged against a prescribed standard, not against the performance of other participants.
- The purpose of assessment is to judge competence on the basis your performance against the performance criteria set out under each element of competency, (refer to your Competency Record Book).
- Students will be given a variety of tasks, which are aimed at judging whether they are 'competent' or 'not yet competent'. This judgement is made on the basis of evidence that may be in variety of forms.
- Competency based assessment is based on the requirements of the workplace.
- Your assessment will be fair, valid, consistent and to industry standard.
- You will receive an Australian Qualifications Framework Certificate, or Statement of Attainment, if you successfully demonstrate competence in the units.

#### | Competency Record Book

- The Competency Record Book forms a permanent record of all Units and Elements of competency demonstrated by students undertaking courses within the Curriculum Frameworks.
- Achievement of Elements of competency and Units of competency will be progressively recorded in your record book. A bound copy of your Competency Record Book will be completed at the end of your course at **Monaro High School**.
- The competencies will be recorded with the NSW Board of Studies, Teaching & Educational Standards and will be the basis for your Certification at the end of your course.
- A competency record serves as a student's own personal journal of skills and knowledge achieved. There will be a variety of tasks to be completed throughout the year to assess them.
- Failure to complete these tasks will result in an incomplete competency record. If a single Element of competency is not achieved in any Unit of work then this Unit is incomplete and will not appear on your Certificate at the end of Year 12.
- If you continue your training in the same Industry after leaving school, your Competency Record Book is a certified record of your training and can be used for Recognition of Prior Learning purposes.

# VOCATIONAL EDUCATION AND TRAINING

## (VET COURSES)

In addition to VET Specific Assessment Information

- 70 hours work placement must be completed prior to the end of Term 2, 2015. Failure to complete this work placement will result in an Unsatisfactory in this subject and will lead to an “N” award for this subject on your HSC testamur.

### VET SPECIFIC OPTIONAL EXAMINATION INFORMATION

HSC Examination

- The Higher School Certificate examination in VET Frameworks is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination. If a student requires an Australian Tertiary Admission Rank (ATAR), and is undertaking a 240-hour course, they should consider sitting for the examination.
- The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.
- The following description is a general outline of the HSC examination for VET frameworks. You should consult the VET teachers for information relevant to the specific framework courses.
- The examination in VET Frameworks is a 2-hour written paper and is worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100. The paper will be based on three areas.
  1. Core units of competency
  2. Minimum prescribed learning contained in the Higher School Certificate requirements for each unit of competency including:
    - ~ minimum learning for the Higher School Certificate
    - ~ key terms and concepts
  3. Associated key competencies.
- Copies of the HSC specimen examination papers are available on request from your teacher.



# SUMMARY OF ASSESSMENT TASKS CALENDAR

**NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEK before the task.**

## HSC Term 4, 2018

WEEK	COURSE and TASK Number
1	
2	
3	
4	Legal Studies #1
5	Biology #1, Senior Science #1 (Week 5-10)
6	
7	Ancient History #1, Chemistry #1, Industrial Technology-M&E #1, Industrial Technology-Multimedia #1, Industrial Technology-Timber #1, Music #1, Sport Lifestyle & Recreation #1 (Week 7-10)
8	Biology #1 Part 2, Earth and Environmental Science #1, Mathematics General 2 #1, Modern History #1, PDHPE #1, Physics #1,
9	Agriculture #1, English (Advanced) #1, English (Standard) #1, English (Studies) #1, Mathematics #1, Mathematics Ext 1 #1, Mathematics Ext 2 #1, Mathematics General 1 #1, Visual Arts #1, Drama #1,
10	

## HSC Term 1, 2019

WEEK	COURSE and TASK Number
1	
2	Engineering Studies #1, Work Studies #1
3	Ancient History #2, English Ext 2 #1, Food Technology #1 (Theory), Food Technology #1 (Practical) (Week 3-4),
4	Food Technology #1 (Practical) (Week 3-4), Legal Studies #2, Sport, Lifestyle & Recreation #2 (Theory) (Practical Weeks 4-10 inclusive)
5	
6	Engineering Studies #2, English (Advanced) #2, English (Standard) #2, Modern History #2
7	Work Studies #2
8	English Ext 1 #1, Earth and Environmental Science #2, Mathematics #2, Mathematics General 2 #2, PDHPE #2, Senior Science #2
9	English Studies #2, Industrial Technology M&E #2, Industrial Technology Multimedia #2, Industrial Technology Timber #2, Mathematics Ext 1 #2, Mathematics Ext 2 #2, Mathematics General 1 #2, Music #2, Drama #2,
10	
11	Biology #2

# SUMMARY OF ASSESSMENT TASKS CALENDAR

**NB: Students will be informed in writing of the ACTUAL DATE and details of the assessment task at least TWO WEEK before the task.**

## HSC Term 2, 2019

WEEK	COURSE and TASK Number
1	Agriculture #2, English Ext 2 #2,
2	Engineering Studies #3, English (Advanced) #3, English (Standard) #3, Chemistry #2, Legal Studies #3, Physics #2
3	
4	Modern History #3
5	Chemistry #2,
6	Ancient History #3, Modern History #4,
7	Biology #3, Food Technology (Theory) #2, Mathematics #3, Mathematics Ext 2 #3, Sport, Lifestyle & Recreation #3, Work Studies #3, Visual Arts #2
8	English Ext 1 #2, Mathematics Ext 1 #3, PDHPE #3, Physics #3, Senior Science #3
9	Agriculture #3, Biology #2, Drama #3, Earth and Environmental Science #3 & #4, English (Advanced) #4, English Ext 2 #3, English (Standard) #4, English (Studies) #3, Industrial Technology-M&E #3, Industrial Technology Multimedia #3, Industrial Technology Timber #3, Legal Studies #4, Mathematics Ext 1 #3, Mathematics General 1 #3, Mathematics General 2 #3, Music 1 #3
10	Engineering Studies #4,

## HSC Term 3, 2019

WEEK	COURSE and TASK Number
1-2	English Ext 1 #3
2-3	Agriculture #4, Ancient History #4, Biology #4, Chemistry #3, Drama #4, Earth and Environmental Science #4, Engineering Studies #4, English (Advanced) #5, English (Standard) #5, English (Studies) #4, Food Technology #3, Industrial Technology-M&E #4, Industrial Technology Multimedia #4, Industrial Technology Timber #4, Mathematics #4, Mathematics Ext 1 #4, Mathematics Ext 2 #4, Mathematics General 1 #4, Mathematics General 2 #4, Modern History #4, Music 1 #4, PDHPE #4, Physics #4, Senior Science #4, Sport, Lifestyle & Recreation #4, Visual Arts #3, Work Studies #4
4	
5	
6	Visual Arts #4
7	
8	
9	
10	