

ERSKINE PARK HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT

2018 - 2019

STUDENT HANDBOOK

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School Assessment Policy

Requirements For The Higher School Certificate and Record Of School Achievement

Credentials

(a) The **Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.

(b) The **Higher School Certificate Record of School Achievement** is issued to students who have satisfactorily completed any Preliminary or HSC course.

- For each Board Developed HSC course (not including Life Skills courses or VET courses) the Record of School Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.
- If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of School Achievement with an examination mark(s). If the student elects not to sit for the examination(s), these courses are reported without a mark(s). An examination mark is reported for the Board Developed TAFE delivered courses.
- For each Board Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of School Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.
- VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.
- Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of School Achievement listing any Board Developed and Board Endorsed courses satisfactorily completed including Life Skills courses. The Life Skills courses are reported without a mark.
- The Higher School Certificate Record of School Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of School Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses and VET courses) they present in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

(d) A Certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by the NESA jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.

(e) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement

may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

Eligibility

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

- (a) have gained the Record of School Achievement for Stage 5 and Preliminary or such other qualifications as the NESA considers satisfactory;
- (b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate;
- (c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

Patterns of Study

To qualify for the Higher School Certificate students must satisfactorily complete a preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses;
- At least two units of a course in English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

Satisfactory Completion of a Course

The following course completion criteria refer to ROSA, Preliminary and HSC courses.

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

HSC Courses

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. Given that examinations are assessment tasks, examination sections not completed contribute to this judgement.

The student must fulfil the course completion criteria and only when both of these conditions are met that the course is listed on the Record of Achievement. In addition, where students studying an HSC course that includes a requisite examination, they sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course

requirements, the principal must indicate that the course has not been satisfactorily completed. HSC courses that are not satisfactorily completed will not appear on the student's Record of Achievement.

Until a student has satisfactorily completed courses totalling at least 12 units of Preliminary courses and at least 10 units of HSC courses that satisfy the Board's pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

Preliminary Courses

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. The student must satisfactorily complete the Preliminary course by the 30th November that year. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Students who have received an 'N' determination have a right of appeal.

Life Skills Courses

Life Skills courses have been developed for the small percentage of students (in particular those with an intellectual disability) with special education needs for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabii and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes in order to satisfactorily complete the course. However, Life Skills students must still complete and submit all modified work in order to satisfy Course Completion Criteria. 'N' determinations can still be made for a Life Skills student who does not meet minimum expectations of effort and work. Students do not need to complete all of the associated content to demonstrate achievement of a Life Skills outcome.

The course completion criteria for the Stage 6 Life Skills courses are the same as those for all Board Developed and Board Endorsed Courses.

A Life Skills student will be considered to have successfully completed a course, if, in the principal's view, there is sufficient evidence that the student has:

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

In class activities, Life Skills students do not complete examinations and any assessment must be conducted sensitively and appropriately to their needs. A Life Skills student is not required to sit for examinations and as such does not receive examination marks or ranks of any kind on their school reports. However, they may elect to and with negotiation, are permitted to sit for an examination.

Assessment of Achievement in HSC Courses

Assessment Tasks

In all courses assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc appropriate for the outcomes being assessed. The maximum number of tasks in any 2-unit course is four and typically includes the Trial HSC/ end of course examination. The maximum number of tasks in any 1-unit Extension course, is typically three. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course will not receive a result in either course. All weightings and components are listed here according to the relevant syllabus.

VET courses are competency based. In a competency based course, assessment of competencies are based on a student's ability to demonstrate competence according to indicators/ skills. Thus a student's performance is judged against a prescribed standard. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240-hour VET courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of School Achievement and are used as the sole basis for determining the contribution of the courses to the student's ATAR.

Issuing and Receiving This Assessment Policy and Assessment Notice

- All students receive their Assessment Policy for Year 11/12 at the start of the course at a Year Assembly. Explanation is made to students and parents and a signed receipt is kept. Staff explanation accompanies distribution. Ongoing assistance is available from a student's Year Adviser and the relevant Deputy Principal.
- A timetable for assessment tasks is developed to minimise the number of occasions on which students will have two or more tasks scheduled for the same day. All assessment tasks are published in the assessment policy calendar and noted on the school calendar (or electronic version on Intranet) to avoid clashes with excursions and other school events.
- HSC Assessment tasks do not commence until the completion of the Preliminary Course.
- **Students will be given at least TWO week's notice, in writing, of an assessment task.** This notice will include the nature of the task, course outcomes, the value or weighting of the task, marking guidelines, how feedback will be provided and the date for its completion or submission. **If a student is absent for the issuing of 'notice', it is the students' responsibility to obtain the task.** There will not be a staggered due date because of 'late' notice.
- **No assessment notice is to be given inside an examination hall – or on the day just before a formal examination commences in the school hall.**
- **A moratorium on the conduct of assessment tasks will be held for ONE week prior to any Preliminary or HSC examination period.** This is so students have sufficient time to prepare for all of their examinations and not favour one subject over another.
- **Failure to read an examination timetable is NOT grounds for appeal.**

Completion Of Assessment Tasks At School

Students have a responsibility to be present in class for all assessment tasks. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that

students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. It is a form of cheating and students who do so will receive a **zero mark** for the task.

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. Depending on the nature of the task, if a student arrives outside the first five minutes of the task being undertaken at school, the teacher will determine if the student can still sit for the task. They must then go through the Illness/ Misadventure/ Application for Extension Appeal Process.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If there are multiple classes in the same course, either all classes will complete the task or all classes will have it rescheduled. If it needs to be rescheduled, all students will be appropriately informed (ie. sign that they are aware of the new date and time) and a fair and reasonable new date will be decided upon by the Head Teacher.

Submission of Assessment Tasks Completed at Home

Unless notified explicitly in the official assessment task notice for that particular task, all assessment tasks must be submitted at the **beginning** (five minutes) of the timetabled lesson in that subject on the due date. Otherwise they are deemed to be 'late'. Assessment tasks must be personally delivered into the possession of the relevant teacher (or Head Teacher/ acting Head Teacher) at this time – not left at staffrooms, on desks, in cupboards or in classrooms or anywhere else. Students must submit the task themselves and remain in class for the entire lesson.

Failure to adhere to any of the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is MALPRACTICE. This includes arriving late to school (or taking a morning off or lesson off to prepare for a mid morning or afternoon assessment task). It is a form of cheating. You will receive a **zero mark** for the task. Truancy from class - once the day commences - to prepare for an assessment task later in the day is MALPRACTICE and you will receive a **zero mark** for the task.

Students unable to be present at school on the day the task is due (illness/ misadventure) must submit the task on the next day they are at school (regardless of whether a scheduled lesson exists)

IF AN ASSESSMENT TASK IS RECEIVED IN A TEACHER'S PIGEON HOLE OR OUTSIDE OF CLASSTIME – FOR WHATEVER REASON – THE STUDENT MUST FOLLOW THE APPEALS PROCESS. The student must go through the Illness/ Misadventure/ Application for Extension Appeal Process to receive any marks.

Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed In Class

Every faculty at Erskine Park High School maintains an accurate signed register for (i) students receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. Student attendance slips are completed before each formal examination and collected by supervising staff and stored in the front office strongroom. Faculties then collect them with the completed examination papers for faculty based checking.

Assessment of Separate Classes in The Same Course

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a

similar task to complete later in the school day/ week. Common tasks, conditions and marking procedures need to occur for all students (eg. one teacher marks all of one section or one task).

Illness/Misadventure/ Application for Extension Appeal Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed.

If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you **must** do the following:

- 1. Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until proven otherwise. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.**
- 2. Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg counsellor or police officer. (In the case of illness, health professionals should describe the student's symptoms and **describe how these symptoms could prevent the student's attendance** at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 3. Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 4. The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the relevant Deputy Principal.** He/she sights a medical certificate, notes it on the form and the student submits it to the Front Office/ rolls.
- 5. The relevant Deputy Principal and Year Adviser meet** to discuss all appeals, liaising with Head Teachers where need be.
- 6. Head Teachers will be notified of the decision by Deputy Principals. Students will be notified of the result of their appeal by the Head Teacher/ Classroom Teacher.**
- 7. In the case of an unsuccessful appeal, the Classroom Teacher will notify the parents in writing (through an official NESA letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.**

Appeal Results

Students should check with their Classroom Teachers/ Head Teachers to confirm the results of their appeal.

Late Submission of an Assessment Task

If an assessment task is submitted 'late' ie after the beginning five minutes of the lesson in that subject on the due day, **a zero mark** will be awarded. Students must then follow the Illness/ Misadventure/ Application for Extension Appeal Process. Students have ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL. (Occasionally, an extenuating circumstance of documented extended absence for illness may require this to be amended to commence ONE WEEK from their return to school).

Failure to Complete or Submit an Assessment Task

Where a task is not completed at all and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESA letter. Advice for the satisfactory meeting of course requirements will be outlined in this letter.

(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.)

Partial Completion of Assessment Tasks

These will have the completed sections marked, but any sections, questions, options or parts not completed will count towards the 50% non-completion of assessment tasks. This includes examinations. If a student has a prolonged absence or is physically unable to complete a task (eg. an accident), the Head Teacher will generate a substitute task upon their return or in exceptional circumstances and after consultation with the relevant Deputy Principal, an estimate in line with other proven performances. Estimates are exceedingly rare.

VET Courses - Work Placement and Other School Sanctioned Commitments

In the event of an assessment task clashing with work placement or any other approved school activity (compulsory course excursions, TAFE transit, SRC commitments, school suspensions, representative sports, etc), it is the student's responsibility to notify teachers of this commitment well in advance. You may apply for an extension **before** the event occurs or submit the task earlier prior to the engagement. Otherwise, **on the next day they are at school (regardless of whether a scheduled lesson exists)** is when you must submit or sit for the assessment task concerned.

Extension of Time for an Assessment Task

Through using the Illness/ Misadventure/ Application for Extension Appeal Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. Extensions must be sought **before** the due date – not the day of or after a task is due for completion/ submission. **No teacher is to grant an extension as this is unfair to the greater number of students.**

Conduct During Assessment Tasks (Including Examination Periods)

Students must follow the instructions of their teachers at all times during the conduct of an assessment task. Examinations are assessment tasks. They must not have with them any notes (on paper, in their equipment/ belongings or on their person) without the specific approval of the teacher conducting the task. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. A student will receive ONE warning. If they persist, on the SECOND warning they will receive a zero mark as a consequence of their actions - as determined by the Head Teacher in consultation with their staff. The student can then appeal if need be. No tasks, student papers or work efforts are to be ripped up or destroyed, given that an appeal may occur.

All work submitted as part or all of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further dishonest practices and will be dealt with as outlined below.

Absences (eg. Family holidays) will require school examinations to be *completed upon the student's return* – not prior to departure in advance of the cohort. The integrity of the examination is of

paramount importance. The Illness/ Misadventure/ Application for Extension Appeal Process is to be followed by the affected parties.

Malpractice: Cheating or Dishonest Practices (Offender or Facilitator) and Non-Serious Attempts

Proven cases of undertaking or assisting in cheating or dishonest practices (eg. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; submitting the same work for two courses; breaching school examination rules; using non-approved aides) will receive **a zero mark** and parents will be notified. **If you facilitate cheating (eg. providing your work to be 'looked at' or copied), you are cheating.** The Illness/ Misadventure/ Application for Extension Appeal Process is to be followed by the affected parties.

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by the NESA. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

Technology Problems

Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, multiple electronic copies or paper drafts. You would attach these as evidence to any genuine case through the Illness/ Misadventure/ Application for Extension Appeal Process. Computer, printer or disk malfunction (loss of data) is not sufficient grounds for an appeal on its own. You are responsible for submitting assessments in written hard copy form (eg. including pictures of movie timelines, presentation notes, speech notes) for every task. Software used must be available at school.

Students Transferring Into Or From This School – HSC and Preliminary Courses

The only students who will be enrolled into the Preliminary or HSC years at EPHS will be those who can fit the exact pattern of study undertaken at their former school.

Given that a final HSC rank must be provided for all HSC students, a fair and valid assessment will be made with task performance after enrolment a critical focus and/ or fair completion of tasks in retrospect. If not, the eventual final average of their performance after enrolment will serve as a substitute for any tasks missed or tasks unable to be repeated. Preliminary Course performance at a previous school may guide this process. If a student transfers into the school before June 30th of the HSC year, the former school may be asked - where relevant - to provide assessment marks before that student is enrolled.

Late enrolment into the Preliminary Course, may mean that where possible a student's yearly examinations are adjusted to suit the topics or texts completed at the previous school. If this is not possible, students complete (in their yearly examination) what they have studied since their arrival, but are given an exam mark equivalent to the sections of the yearly examination completed. In these circumstances, they are not provided with an examination rank or any final rank. A rank on any individual task completed since their enrolment would be the only rank they receive.

Existing Students Transferring Into A Preliminary/ HSC Course After The Preliminary/ HSC Assessment Process has Commenced

Transfer of students can occur at the commencement of courses as students reconsider choices or 'drop' subjects. FIVE weeks is the window of time before it is untenable to catch up work in an alternative subject. There are some unusual circumstances requiring attention (eg. A student who 'dropped' a course at the start of the HSC or Preliminary Course but is wishing to resume study of it again after reconsidering their decision). The Principal will authorise any such instance in consultation with the relevant Deputy Principal, the student, the parents and the Head Teacher. To enter the HSC course, students must have satisfactorily completed the Preliminary Course for that subject or a clear and exceptional arrangement made for concurrent study.

Provisional Entry of Students Into Preliminary/ HSC Courses

The Principal may authorise a student who received an 'N' determination in a Year 9/ 10 Course or Preliminary Course to enter the HSC course for that subject, while concurrently attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC Course eligibility is confirmed. This is to occur before November 30th. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher and discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Procedures for Students In Danger of Not Meeting NESA Requirements Of a Course

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment mark. If students miss a section of an examination or part or all of an assessment task, these values will count in the 50% of non-completion of the total assessment mark. To satisfactorily complete a course, students must also follow the course developed or endorsed by the NESA; apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.

Students may be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence against an 'N' or unsatisfactory student. Student reviews where a letter is sent or a parent interview is arranged may also alert students to the likelihood of an 'N' determination in a subject or subjects. Letters regarding the failure to meet course requirements are kept on student files.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback – written and/ or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. **Students are also entitled to know their own (not others') cumulative rank at the end of EACH assessment task.** This allows students to be aware of their current progress. Cumulative ranks are based on progress in relation to the published syllabus course assessment components. Students will also be notified of their cumulative/ final ranking in each course on reports issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESA policy. Final ranks can be disclosed and appear in the final HSC reports.

Records/ Assessment Marks

The student's actual performance, not potential performance must be assessed in each task according to the published marking guidelines. Marks cannot be modified to take into account possible effects of illness or domestic situations.

Assessment marks are recorded centrally by the teacher responsible for marking the task or section and hard copies and electronic copies are to be kept by teachers and Head Teachers securely at school and off site. Marks are to be matched to published NESA syllabus weightings and their accuracy guaranteed by the Head Teacher.

Invalid Assessment Tasks

Where an assessment task does not function as required or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and/ or a replacement task arranged. Staff intrusion into examination moratoriums, however unintentional, will result in the omission of that task from the course assessment process – or where possible, the postponement of that task until the examination period concludes. Close Head Teacher supervision should prevent this.

Special Provisions

NESA sanctioned special provisions will be provided to eligible students for examination periods only.

Final Assessment Rank Order Notice

Actual final HSC Assessment mark totals are not revealed to students. However, students can see their final rank in each course by using the *Students Online* service on the NESA website.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must follow this up with their Classroom Teacher or the Head Teacher at the time of the return of the task. Students who consider their final ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus and published subject specifications) are checked. Marks cannot be appealed – the process and procedures can. If there is any other concern about the administration and procedures a student lodges an Illness/ Misadventure/ Application for Extension Appeal form following the normal procedures and time limits so that the school appeals panel of the relevant Deputy Principal, Year Adviser and Head Teacher can preside over the concern, consider it and inform the Principal of the decision. Once this occurs, the result of the concern will be communicated to the student and/ or parent concerned. If they are not satisfied by the school's review of their placement in the final rank order for a course, the process of appealing to the NESA will be outlined at this point via the ACE Manual. The student is informed of this process by the Principal.

Responsibility

Responsibility for following this policy rests with staff (who have been issued with a copy of it, have access to an electronic copy at all times and whose faculty leaders have helped refine this policy), parents (who have access to it via the website or request of the school) and students (who have had the policy explained directly to them, as a Year group and who have signed when receiving their copy of the policy). **Given the degree of explanation and opportunities for clarification, the policy remains the policy and any possible misunderstandings or inaccurate comments by students and/ or staff do not override the policy.** Any confusion should be urgently clarified with the Erskine Park High School Principal/ Deputy Principals before any incorrect or flawed assumption is made.

Evaluating This Policy

This policy is available in its regularly updated form on the school website and will be evaluated every year via the Erskine Park High School Executive Staff and a small working team from within the school.

STUDENT APPEAL PROCESS - ASSESSMENT INFORMATION

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. Any decision made outside of this process is invalid. If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you must do the following:

- 1. Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until proven otherwise. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.**
- 2. Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person eg. counsellor or police officer. (In the case of illness, health professionals **should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school** to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 3. Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 4. The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the relevant Deputy Principal.** He/she sights a medical certificate, ticks it on the form and the student submits it to the Front Office/ rolls.
- 5. The relevant Deputy Principal and Year Adviser meet** to discuss all appeals, liaising with Head Teachers where need be.
- 6. Head Teachers will be notified of the decision by Deputy Principals. Students will be notified of the result of their appeal by the Head Teacher/ Classroom Teacher.**
- 7. In the case of an unsuccessful appeal, the Classroom Teacher will notify the parents in writing (through an official NESA letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.**

Remember that if you do not complete or submit an assessment task on the due date and your appeal is unsuccessful, you will receive zero marks for the task and you will be seen as not satisfying the course completion criteria for the value and nature of that assessment task.

NO APPEAL FORM = ZERO MARKS. The task must still be completed to account for course outcomes.

If you fail to complete tasks which contribute 50% or more of the available marks you will receive a 'N' award for that course and the course will not appear on your Record Achievement or count towards your HSC. This may make you ineligible for the achievement of either or both testamurs.

If any assessment task is missed, is overdue or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST be followed. Any student in these circumstances receives a ZERO mark until proven otherwise.**

YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.



Illness/ Misadventure Appeal Form/ Application for Extension: YEAR 10, 11, 12 Assessment Tasks

This form is **to be completed within ONE WEEK of the task due date** (one week before or after that due date) and given to the Head Teacher (then to relevant Deputy Principal) if you apply

- (i) for an extension of time on an assessment task, prior to task due date OR
(ii) for special consideration because a task has not been submitted/ has not been completed on the due date.

STUDENT NAME:		YEAR:		SUBJECT(S):	
ASSESSMENT TASK TITLE(S):				CLASS TEACHER:	
DATE DUE:	___/___/___	DATE SUBMITTED:	___/___/___	DATE OF RETURN TO SCHOOL:	___/___/___

ACTION REQUESTED: ☐ Extension Of Time ☐ Special Consideration

(attach all supporting documentation, including evidence of work in progress if applying for an extension of time)

STUDENT REASON FOR APPEAL (Completed by student, signed by parent before completion by Head Teacher):

NOTE: Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, electronic copies or paper drafts.

STUDENT SIGNATURE:		PARENT SIGNATURE:	
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RECOMMENDATION OF HEAD TEACHER

(Head Teachers are asked to comment on the student's reasons above – in line with the policy - before submitting this to the relevant Deputy Principal):

☐ MEDICAL CERTIFICATE SIGHTED (Head Teacher ticks, returns to student who submits original to Front Office)

HEAD TEACHER SIGNATURE:		DATE:	
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DECISION OF DEPUTY PRINCIPAL/ YEAR ADVISER (Head Teacher to be given a copy of this sheet; all original documentation to file)

- ☐ Appeal successful
- ☐ Extension granted until ___/___/___ If task not submitted before school on this day a zero mark will apply.
- ☐ Zero mark stands - reasons not substantiated/ published Assessment Policy not followed (task must still be submitted)
- ☐ Non-serious attempt; Cheating and dishonest practices; Malpractice - zero mark stands (task must still be submitted)
- ☐ Late to school for task/ lateness explained - appeal successful
- ☐ Student and parents to be notified in writing of zero mark by Class Teacher/ Head Teacher via NESA letter

DEPUTY PRINCIPAL SIGNATURE:		DATE:	
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Stage 6 Assessment Task

Task Title:			Task Number:	
Faculty:		Subject:		
Year:		Weighting:		
Date Issued:		Date Due:		
Additional Information:				
NOTE:	This assessment task notification must be submitted with your completed task.			
Syllabus Outcomes Being Assessed:				
Number	Description			
Key Verbs associated with outcomes being assessed:				
Verb	Meaning			
Description of Task:				
Submission Details:				
• Questions I have about this task:		• Response / Answer to my question:		

Marking Criteria

Complete 1 and 2 before submitting this task

1. Student Reflection:

What did you LIKE ?	What did you DISLIKE	What did you find CHALLENGING

Approximately how much time did you put into this task?	How much effort did you put into this task? 1 (minimum effort) – 5 (maximum effort)	What result do you expect to get?	Reason

2. Student Declaration:

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.
5. The assessment notice is included with my completed task.

Student's signature:		Date of Submission:	
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Teacher Feedback:

Teacher Comment in relation to outcomes identified in marking criteria and possible suggestions for improvement:	
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Formal Examination Notification

Task Title:			Task Number:	
Faculty:		Subject:		
Year:		Weighting:		
Date Issued:		Date of Examination:		
Additional Information:				

Syllabus Outcomes Being Assessed:	
Outcome Code	Outcome

Description of Task:

Equipment Required:			
Pen	Pencil	Ruler	Board Approved Calculator
Eraser	Device	You will not be allowed to borrow equipment once the exam has started	

NOTE: As this Assessment Task will be completed as an examination, examination conditions apply.

If students fail to meet examination conditions marks will be deducted and a zero mark may be recorded. In this case parents/caregivers will be notified, and a N-Award Warning issued. Please note the School's Policy on Attendance:

Students have a responsibility to be present in class for all assessment tasks. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task.



Assessment Registration

Task Title:				Task Number:			
Teacher:				Class:			
Faculty:				Subject:			
Year Group:				Weighting:			
Date Issued:				Due Date:			

Student Name		Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student signature</i>	Date Submitted	Task Returned to Student <i>Student Signature</i>	Date Returned
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
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17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							

VET COURSES - 240 hours
HSC ASSESSMENT SCHEDULE 2018 - 2019

**HOSPITALITY (Food and Beverage), RETAIL SERVICES, CONSTRUCTION (Pathways), METAL AND
ENGINEERING, ENTERTAINMENT, BUSINESS SERVICES, PRIMARY INDUSTRIES (Agriculture)**

This assessment programs covers all Vocational Educational and Training (VET) courses. It allows VET students to demonstrate the achievement of units of competency from the industry curriculum framework. VET courses are competency – based courses, meaning that a student’s performance is judged against a prescribed standard of performance criteria set out under each element of competency. Each student is assessed and judged as either ‘competent’ or ‘not yet competent’. Students who do not demonstrate competence are provided with multiple opportunities to do so. Each VET course is unique in that it is measured by hours eg 240 hours – not the conventional Preliminary and HSC course divisions.

Assessment for HSC VET courses has two distinct purposes:

- Assessment for Australian Qualification Framework (AQF) qualification eg Certificate I, II, III, Statement of Attainment.
- Assessment for the University Admissions Index (UAI)

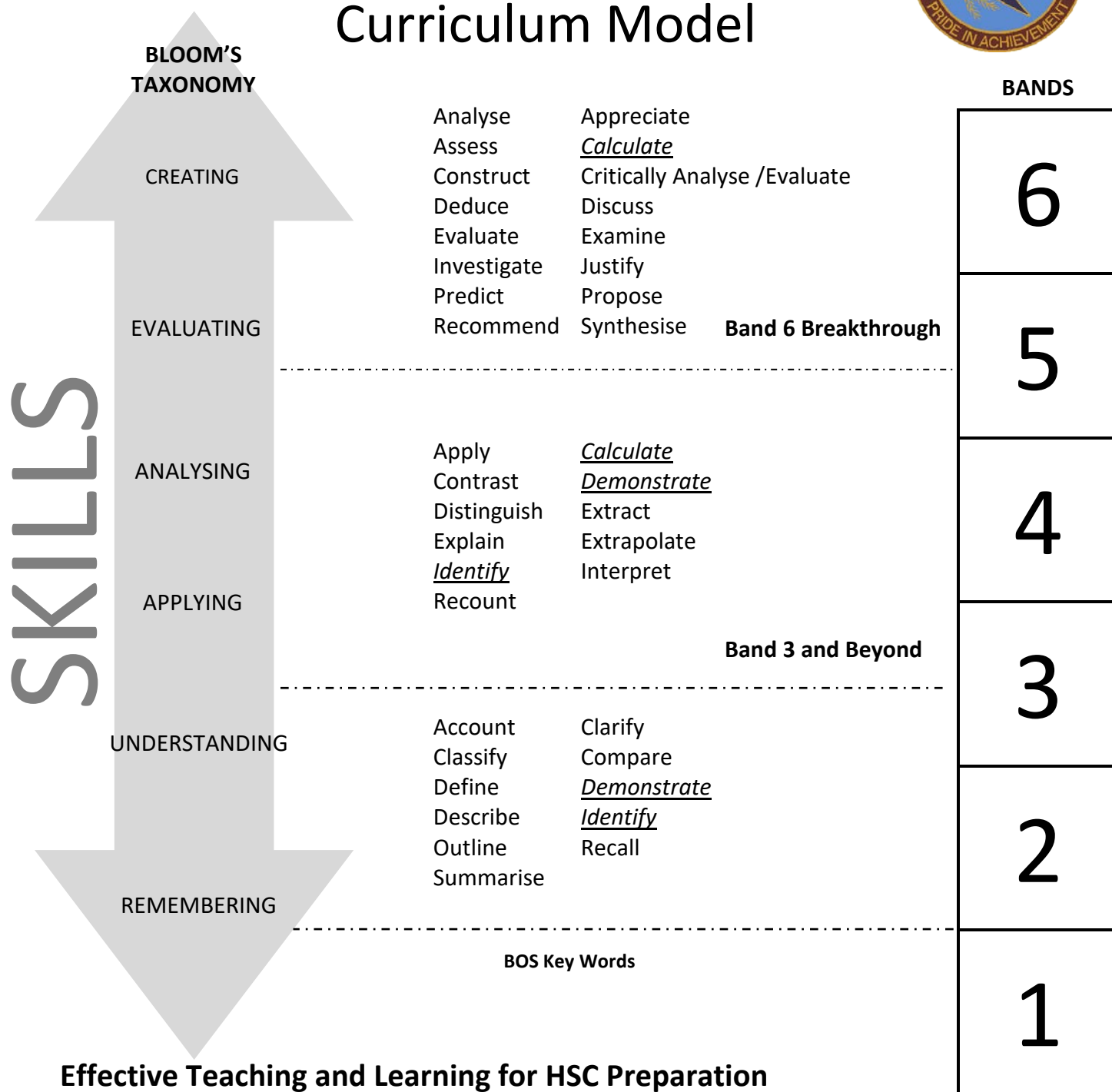
Assessment of Competencies

- Competencies will be assessed within the class and through the completion of a variety of class tasks and assignments. Class tasks may include: tests, role plays, case studies, oral presentations, practical experiences, research tasks, assignments and completion of unit booklets.
- No weighting is applied to the assessment of competencies. There is no assessment mark or rank and therefore these will not appear on the school report.
- Competency based assessment determines the vocational qualifications that a student achieves.
- **Work placement is a mandatory HSC requirement for EVERY student in a VET course.** Failure to complete Work Placement renders the student ineligible for the award of the Preliminary or HSC credential

HSC Examination

- The Yearly examination in (Year 11), Half Yearly (in Year 12) and Trial Examination (Year 12) are compulsory for all students undertaking VET courses and the marks and examination rank will appear on the school report.
- All VET students may choose to complete the HSC examination in VET courses, even up to moments before the actual examination. Practise is therefore critical through the school based examination periods.
- If illness or misadventure prevents examination attendance, an estimate mark will be based on the examination marks of the Year 12 Trial examinations.

Erskine Park High School Curriculum Model



Effective Teaching and Learning for HSC Preparation

Have you:

- ☐ examined syllabus content and / or program
- ☐ deconstructed NESA key words and analysed their use in examinations, marking guidelines and performance bands (in the context of each subject)
- ☐ critically evaluated exemplar and annotated scripts i.e. using appropriate work samples
- ☐ reviewed and evaluated examination techniques
- ☐ modelled and completed responses based on NESA key words and evaluated using marking guidelines
- ☐ given and / or been provided with quality feedback linked to NESA key words and marking guidelines

2018 - 2019 HSC CALENDAR OF ASSESSMENT TASK

WEEK	TERM 4, 2018 15/10/2018 – 19/12/2018	TERM 1, 2019 29/1/2019 – 12/4/2019	TERM 2, 2019 30/4/2019 – 5/7/2019	TERM 3, 2019 23/7/2019 – 27/9/2019
1		Hospitality		
2				NON ASSESSMENT PERIOD
3		IPT		TRIAL EXAMINATIONS
4				
5	Construction Physics	English Extension 2 Visual Arts	English Extension 1	Community and Family Studies Construction Visual Arts
6		English Extension 1 Legal Studies Mathematics Standard 1 & 2 Agriculture Industrial Technology Timber Construction	Ancient History Legal Studies Modern History Mathematics Mathematics Standard 1 & 2 Mathematics Extension 1 & 2 Visual Arts	
7	Legal Studies Society and Culture Sport, Lifestyle and recreation Food Technology	English Studies Sport, Lifestyle and recreation Investigating Science Food Technology Design and Technology	Society and Culture PDHPE Sport, Lifestyle and recreation Photography	
8	Ancient History Modern History Mathematics Mathematics Extension 1 & 2 PDHPE Agriculture IPT Design and Technology Industrial Technology Timber	Ancient History Business Studies Modern History Society and Culture Mathematics Mathematics Extension 1 & 2 PDHPE Biology Photography	English Studies Economics Agriculture Design and Technology Industrial Technology Timber Construction	
9	English Advanced English Standard English Studies Business Studies Economics Mathematics Standard 1 & 2 Biology Photography	English Advanced English Standard Economics Community and Family Studies	English Advanced English Standard Business Studies Physics Chemistry	
10	Investigating Science Community and Family Studies Hospitality Metals and Engineering Chemistry	Metals and Engineering Physics Chemistry	English Extension 2 Biology Investigating Science Food Technology Hospitality IPT Metals and Engineering	
11				

Note: Mandatory VET Work Placements have not been included in this calendar

2018 - 2019 HSC STUDENT ASSESSMENT PLANNER

WEEK	TERM 4, 2018 15/10/2018 – 19/12/2018	TERM 1, 2019 29/1/2019 – 12/4/2019	TERM 2, 2019 30/4/2019 – 5/7/2019	TERM 3, 2019 23/7/2019 – 27/9/2019
1				
2				NON ASSESSMENT PERIOD
3				TRIAL EXAMINATIONS
4				
5				
6				
7				
8				
9				
10				
11				



Assessment Schedule 2018 - 2019

Faculty:	English	Course:	English Advanced
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: In class	Term 1 Week 9 Completed: At home	Term 2 Week 9 Completed: At home and in class	Term 3 Weeks 3-4 Completed: At School
		Texts and Human Experiences Multimodal presentation with related material	Textual Conversations Comparative essay	Critical Study of Literature Craft of Writing Analytical response and Imaginative composition	Trial exam
Outcomes Assessed:		EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7
Knowledge and understanding of course content	50%	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	15	15
Total %	100%	20	20	30	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:		English		Course:	HSC English Standard
Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: In class	Term 1 Week 9 Completed: At home	Term 2 Week 9 Completed: At home and in class	Term 3 Weeks 3-4 Completed: At School
		Texts and Human Experiences Multimodal presentation with related material	Close Study of Literature Analytical response	Language, Identity and Culture Analytical response and Imaginative writing	Trial HSC Examination
Outcomes Assessed:		EN12-1, EN12-2, EN12-3, EN12-6	EN12-1, EN12-3, EN12-4, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-8	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7
Knowledge and understanding of course content	50%	10	10	15	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10	10	15	15
Total %	100%	20	20	30	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	English	Course:	HSC English Studies
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: In class	Term 1 Week 7 Completed: In class	Term 2 Week 8 Completed: In class	Term 3 Weeks 3-4 Completed: At School
		Multimodal presentation with related material Mandatory module: Texts and Human Experiences	Research task Elective module 1	Collection of classwork All modules	Trial HSC Examination Mandatory module and Elective 2
Outcomes Assessed:		ES12-1, ES12-4, ES12-5 ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9
Knowledge and understanding of course content	50%	15	10	15	10
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	10	15	15	10
Total %	100%	25	25	30	20

Syllabus Outcomes

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

ES12-3 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



Assessment Schedule 2018 - 2019

Faculty:	English	Course:	HSC English Extension 1
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 6 Completed: At home	Term 2 Week 5 Completed: In class	Term 3 Weeks 3-4 Completed: In school
		Imaginative response and reflection	Critical response with related text	Trial HSC Examination
Outcomes Assessed:		EE12-1, EE12-2, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and Understanding of texts and why they are valued	50%	15	20	15
Skills in complex analysis composition and investigation	50%	15	20	15
Total %	100%	30	40	30

Syllabus Outcomes

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

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



Assessment Schedule 2018 - 2019

Faculty:	English	Course:	HSC English Extension 2
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Teacher:		Task 1	Task 2	Task 3
Syllabus components	Weightings	Term 1 Week 5 Completed: In class and at home	Term 2 Week 10 Completed: At home	Term 3 Week 6 Completed: In school
		Viva Voce (including written proposal)	Literature review	Critique of the creative process
Outcomes Assessed:		EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5
Knowledge and Understanding of texts and why they are valued	50%	15	20	15
Skills in complex analysis composition and investigation	50%	15	20	15
Total %	100%	30	40	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC Ancient History
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 1 week 8 Completed: AT HOME	Term 2 week 8 Completed: IN CLASS	Term 3 Week 6 Completed: AT HOME/ IN CLASS	Term 4 Weeks 3-4 Completed: At School
		Source analysis task	Topic test	Research task	Trial exam
Outcomes Assessed:		AH12-4 AH12-6 AH12-10	AH12-1 AH12-2 AH12-3	AH12-3 AH12-5 AH12-8	AH12-7 AH12-9 AH12-10
Knowledge and understanding of course content	40%	5	20	5	10
Historical skills in the analysis and evaluation of sources and interpretations	20%	10			10
Historical inquiry and research	20%	5		15	
Communication of historical understanding in appropriate forms	20%			10	10
Total%	100%	20	20	30	30

Syllabus Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC Business Studies
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Teacher: Mrs Prakash/Mr Parkhill		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings %	Term 4 Week 9 Completed:(Home)	Term 1 Week 8 Completed: (Home)	Term 2 Week 9 Completed: (In Class)	Term 3 Week 3-4 Completed: At School
		Case Study Finance	Research Task Operations	Extended Response Marketing/Finance/ Human Resource	Trial exam
Outcomes Assessed:		H5,H6,H8,H9,H10	H1,H2,H5,H7	H3, H5,H7,H8	H2,H3,H4,H5,H6,H9, H10
Knowledge and understanding of course content	40	10	5	10	15
Inquiry and research	15		10	5	
Stimulus Based Skills	20	10		5	5
Communication of business information, ideas and issues - In appropriate forms	25	5	5	5	10
TOTAL %	100%	25	20	25	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC Economics
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Teacher: MACINANTE		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 9 Completed: Home	Term 1 week 9 Completed: School	Term 2 Week 8 Completed: Home	Term 3 Weeks 3-4 Completed: School
		Research Task Economic Issues	Extended Response Economic Policies & Management	Case Study Australia's Place in the Global Economy	Trial exam
Outcomes Assessed :		H7, H9, H10, H11, H12	H6, H7, H9, H10	H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H11
Knowledge and understanding of course content	40	10	10	5	15
Stimulus-based skills	20		5	10	5
Inquiry and research	20	5	10	5	
Communication of economic information, ideas and issues in appropriate forms	20	5	5		10
Total %	100%	20	30	20	30

Syllabus Outcomes

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines.



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC Legal Studies
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Teacher: Bisoglio		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4	Term 1	Term 2	Term 3
		week 7	week 6	Week 6	Weeks 3-4
		Completed: Home	Completed: Home	Completed: Home	Completed: School
		Report & essay Task	Research & PowerPoint task	Essay	Trial exam
		Crime	Human Rights	Family Law	All topics
Outcomes Assessed:		H1, H3, H4, H6	H2, H5, H6, H7, H8	H6, H8, H9, H10	H2, H3, H6, H9, H10
Knowledge and understanding of course content	30	10		10	10
Analysis and evaluation	20	10			10
Inquiry and research	20		10	10	
Communication of legal information, ideas and issues in appropriate forms	30	10	10		10
Total %	100%	30	20	20	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC MODERN HISTORY
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	HISTORICAL ANALYSIS National Studies Term 1 Week 8 Completed: home	Research task Power and Authority in the Modern World 1919–1946 Term 2 week 8 Completed: home	Oral presentation Peace and Conflict Term 3 Week 6 Completed: school	Trial HSC Examination Term 4 Weeks 3-4 Completed: At School
Outcomes Assessed:		MH12-2 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9
Knowledge and understanding of course content	40	10	5	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	5		5	10
Historical inquiry and research	20	5	10	5	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Total %	100%	25	20	25	30

Syllabus Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms



Assessment Schedule 2018 - 2019

Faculty:	HSIE	Course:	HSC Society and Culture
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Teacher: MACINANTE		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 7	Term 1 week 8	Term 2 Week 7	Term 3 Weeks 3-4
		Research Task Social and Cultural Continuity and Change	Essay Depth Study One Belief Systems	Oral Presentation Depth Study Two Social Inclusion and Exclusion	Trial exam
Outcomes Assessed:		H1 H2 H3 H5 H7	H1 H2 H5 H9 H10	H1 H3 H6 H7 H8 H9 H10	H1 H2 H3 H4 H5 H6
Knowledge and understanding of course content	50	10	10	10	20
Application and evaluation of social and cultural research methods	30	10		10	10
Communication of information, ideas and issues in appropriate forms	20		10	10	
Total %	100%	20	20	30	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	Mathematics	Course:	HSC Mathematics
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At school	Term 1 Week 8 Completed: At school	Term 2 Week 6 Completed: At school	Term 3 Weeks 3-4 Completed: At School
		Open-book test	Class test with summary note	Class test with summary note	Trial exam
Outcomes Assessed:		H1, H2, H4, H5, H9	H1, H2, H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9
Knowledge	50	10	12	13	15
Application	50	10	13	12	15
Total %	100%	20	25	25	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	Mathematics	Course:	HSC Mathematics Standard 1
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: In class	Term 1 Week 6 Completed: At home	Term 2 Week 6 Completed: In class	Term 3 Weeks 3-4 Completed: At School
		Open Book Test	Assignment /Investigation	Question Bank Test	Trial exam
Topics:		F1.3, M4	M5	M4, M5, F4, F3	M4., M5, F4, F3, A3.1, A3.2, S3, M3
Outcomes Assessed:		MS-11-2 MS-11-5 MS-11-6 MS-11-9 MS-11-10 MS-1-12-3 MS-1-12-9 MS-1-12-10	MS-1-12-3 MS-1-12-4 MS-1-12-9 MS-1-12-10	MS1-12-3 MS1-12-4 MS1-12-5 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 MS1-12-9 MS-1-12-10
Understanding, Fluency and Communicating	50%	13	10	12	15
Problem Solving, Reasoning and Justification	50%	12	10	13	15
Total %	100%	25	20	25	30

Syllabus Outcomes

HSC Outcomes

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-9 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

Preliminary Outcomes:

MS11-2 represents information in symbolic, graphical and tabular form

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Assessment Schedule 2018 - 2019

Faculty:	Mathematics	Course:	HSC Mathematics Standard 2
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 9 Completed: In class	Term 1 Week 6 Completed: At home	Term 2 Week 6 Completed: In class	Term 3 Weeks 3-4 Completed: At School
		Open Book Test	Assignment /Investigation	Question Bank Test	Trial exam
Topics:		F1.3, M7, N2.1, N2.2	F1.3, F4.1,F4.2	A4.1, F5, M6, S4	A4.1, A4.2, F4.1, F4.2, F5, M6, M7, N2.1, N2.2, S4
Outcomes Assessed:		MS-11-2 MS-11-5 MS-11-6 MS-11-9 MS-11-10 MS-2-12-3 MS-2-12-4 MS-2-12-8 MS-2-12-9 MS-2-12-10	MS-2-12-5 MS-2-12-9 MS-2-12-10	MS2-12-1 MS2-12-2 MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 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
Understanding, Fluency and Communicating	50	13	10	12	15
Problem Solving, Reasoning and Justification	50	12	10	13	15
Total	100%	25	20	25	30

Syllabus Outcomes

HSC Outcomes

- 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 the degree of accuracy and the conversion of units where appropriate
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- 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
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Preliminary Outcomes:

- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Assessment Schedule 2018 - 2019

Faculty:	Mathematics	Course:	HSC Mathematics Extension 1
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At school	Term 1 Week 8 Completed: At school	Term 2 Week 6 Completed: At school	Term 3 Weeks 3-4 Completed: At School
		Open-book test	Class test with summary note	Class test with summary note	Trial exam
Outcomes Assessed:		HE1, HE2, HE7	HE1, HE2, HE7	HE1, HE4, HE6, HE7	HE1, HE2, HE3, HE4, HE5, HE6, HE7
Knowledge	50	10	12	13	15
Application	50	10	13	12	15
Total %	100%	20	25	25	30

Syllabus Outcomes

HE1 – appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 – uses inductive reasoning in the construction of proofs

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

HE4 – uses the relationship between functions, inverse functions and their derivatives

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

HE6 – determines integrals by reduction to a standard form through a given substitution

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



Assessment Schedule 2018 - 2019

Faculty:	Mathematics	Course:	HSC Mathematics Extension 2
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At school	Term 1 Week 8 Completed: At school	Term 2 Week 6 Completed: At school	Term 3 Weeks 3-4 Completed: At School
		Open-book test	Class test with summary note	Class test with summary note	Trial exam
Outcomes Assessed:		E1, E2, E3, E9	E1, E2, E6, E8, E9	E1, E2, E5, E7, E9	E1, E2, E3, E4, E5, E6, E7, E8, E9
Knowledge	50	10	12	13	15
Application	50	10	13	12	15
Total %	100%	20	25	25	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	PDHPE	Course:	HSC PDHPE
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3-4
		Completed:	Completed:	Completed:	Completed:
		Research and analysis	Report and presentation	Developing a learning resource and demonstration	Yearly Examination
Outcomes Assessed:		P1, P2, P3, P4, P16	P6, P12, P15	P6, P12, P15	
Knowledge and understanding of course content	40	8	12	10	10
Skills in critical thinking, research, analysing and communicating	60	12	13	15	20
Total %	100%	20	25	25	30

Syllabus Outcomes

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



Assessment Schedule 2018 - 2019

Faculty:	PDHPE	Course:	HSC Sport, Lifestyle and Recreation
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4, Week 7	Term 1, Week 7	Term 2, Week 7	Term 3, Week 3-4
		Completed:	Completed:	Completed:	Completed: At School
		Fitness Program Design, implement and evaluate their own individual fitness program	Research and Report Examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching.	Portfolio Investigate lifestyle balance, focusing on physical activity, nutrition and drug use	Yearly Examination Fitness, Sports Coaching Games and Training, Games and Sports Applications and Healthy Lifestyle
Outcomes Assessed:		2.2, 3.2, 3.3	3.1, 4.2, 4.5	1.5, 3.5	
Knowledge and understanding of course content	40	8	12	10	10
Skills in critical thinking, research, analysing and communicating	60	12	13	15	20
Total %	100	20	25	25	30

Syllabus Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognizes the skills and abilities required to adopt roles that support health, safety and physical activity



Assessment Schedule 2018 - 2019

Faculty:	Science	Course:	Biology
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Teacher: R. Christensen/K. Rowe		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 9 Completed: At School	Term 1 week 8 Completed: At Home	Term 2 Week 10 Completed: At School and At Home	Term 3 Weeks 3-4 Completed: At School
		Data Analysis	Research Task	Depth Study	Trial exam
Outcomes Assessed:		BIO12-12 BIO11/12-4 BIO11/12-5	BIO12-13 BIO11/12-6 BIO11/12-7	BIO12-14 BIO11/12-1 BIO11/12-3 BIO11/12-5 BIO11/12-7	BIO12-12 BIO12-13 BIO12-14 BIO12-15 BIO11/12-4 BIO11/12-5
Knowledge and understanding of Investigating Science	40	5	5	10	20
Skills in working scientifically	60	10	20	20	10
Total %	100%	15	25	30	30

Syllabus Outcomes

Skills in Working Scientifically:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Skills in Knowledge and Understanding:

BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



Assessment Schedule 2018 - 2019

Faculty:	Science	Course:	Chemistry
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 2018 week 10 Completed:(In class and take home)	Term 1 2019 week 10 Completed: (In class and Take home)	Term 2 2019 Week 9 Completed: (In class and Take home)	Term 3 2019 Weeks 3-4 Completed: At School
		Practical Report	Depth Study	Modelling Task	Trial exam
Outcomes Assessed:		CH11/12-2, CH11/12-6, CH11/12-7, CH12-12 CH-14	CH11/12-4, CH11/12- 7, CH12-15 CH12-13	CH11/12-1, CH11/12- 3, CH11/12-5, CH11/12-7, CH12-14	CH11/12-1 -7, CH12 12-15
Knowledge and understanding of Chemistry.	40	10	5	10	15
Skills in working scientifically	60	15	20	15	10
Total %	100%	25	25	25	25

Syllabus Outcomes

Skills in working scientifically

CH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

CH11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes



Assessment Schedule 2018 - 2019

Faculty:	Science	Course:	Investigating Science
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 10 Completed: In class	Term 1 week 7 Completed: In class and at home	Term 2 Week 10 Completed: In class and at home	Term 3 Weeks 3-4 Completed: At School
		Evaluating an Investigation	Investigative Report	Depth Study	Trial exam
Outcomes Assessed:		INS12-1, INS12-2, INS12-3, INS12-12	INS12-1, INS12-2, INS12-4, INS12-13	INS12-1, INS12-4, INS12-5, INS12-6, INS12-7, INS12-14	INS12-1 – INS12-7 INS12-12 – INS12-15
Skills in working scientifically	60	12	9	21	18
Knowledge and understanding of course content	40	8	6	14	12
Total %	100%	20	15	35	30

Syllabus Outcomes

Skills in working scientifically

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

Knowledge and understanding of Investigating Science

INS12-12 Develops and evaluates the process of undertaking scientific investigations

INS12-13 Describes the explains how science drives the development of technologies

INS12-14 Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 Evaluates the implications of ethical, social, economic and political influences on society



Assessment Schedule 2018-2019

Faculty:	Science	Course:	Physics
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 5 Completed: At School	Term 1 week 10 Completed: At School	Term 2 Week 9 Completed: At School	Term 3 Weeks 3 & 4 Completed: At School
		Practical Investigation	Depth Study	Scientific Skills Examination	Trial exam
Outcomes Assessed:		PH 11/12-2, PH 11/12-3, PH 11/12-4, PH 11/12-5, PH 11/12-6, PH12-12	PH11/12-1, PH 11/12-3, PH 11/12-4, PH 11/12-7, PH12-15	PH 11/12-1, PH 11/12-2, PH 11/12-3, PH 11/12-4, PH 11/12-5, PH 11/12-6	PH 11/12-5, PH 11/12-6, PH12-12, PH12-13, PH12-14, PH12-15
Skills in Working Scientifically	60	15	20	15	10
Knowledge and Understanding	40	10	10	0	20
Total %	100	25	30	15	30

Syllabus Outcomes

Skills in working scientifically

PH11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

PH 11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

PH 11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

PH 11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH 11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

PH 11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH 11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and understanding of Investigating Science

PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom



Assessment Schedule 2018 - 2019

Faculty:		TAS 1	Course:	HSC Agriculture	
Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At Home	Term 1 Week 6 Completed: At Home	Term 2 Week 8 Completed: At Home	Term 3 Weeks 3-4 Completed: At School
		Plant/ Animal Research/ Oral Presentation	Farm product Study	Elective Research Task	Trial exam
Outcomes Assessed:		H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1
Knowledge and understanding of: <ul style="list-style-type: none"> the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems the impact of innovation, ethics and current issues on Australian agricultural systems 	40	10	10	10	10
<ul style="list-style-type: none"> Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of and skills in decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing 	40	10	15	5	10
<ul style="list-style-type: none"> Skills in effective research, experimentation and communication 	20			10	10
Total %	100%	20	25	25	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	TAS 1	Course:	HSC Community and Family Studies
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 10 Completed: Home/At school	Term 1 Week 9 Completed: Home/At school	Term 3 Weeks 3-4 Completed: At School	Term 3 Week 5 Completed: Home/At school
		Individual Research Project / Diary	Groups in Context Study	Trial Examination	Extended Response
Outcomes assessed:		H4.1, H4.2	H1.1, H2.2, H2.3, H3.3, H5.2, H6.1	H1.1, H2.1, H2.3, H3.1, H4.3, H5.1, H6.1	H1.1, H3.4, H4.2, H5.1, H6.2
Knowledge and understanding of course content	40	25	25	25	25
Skills in critical thinking, research methodology, analysing and communicating	60	40	30	20	10
Total %	100%	25	25	30	20

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	TAS 1	Course:	HSC Food Technology
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 7 Completed: Home/At school	Term 1 Week 7 Completed: Home/At school	Term 2 Week 10 Completed: Home/At school	Term 3 Weeks 3-4 Completed: At School
		Australian Food Industry	Food Manufacture	Food Product Development	Trial Examination
Outcomes assessed:		1.2, 1.4, 3.1	1.1, 1.4, 4.2	1.1, 1.3, 3.2, 4.1, 5.1	1.1, 1.2, 1.3, 1.4, 2.1
Knowledge and understanding of course content	40	5	5	5	25
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10	0
Skills in experimenting with and preparing food by applying theoretical concepts	30	5	10	15	0
Total %	100%	20	25	30	25

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	TAS 1	Course:	HSC Hospitality
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Units of Competencies		Assessment Commencement						
		T1 Prelim	T2 Prelim	T3 Prelim	T4 HSC T1	T1 HSC T2	T2 HSC T3	T3 HSC T4
SITXFSA001	Use hygienic practices for food safety	W10						
SITXWHS001	Participate in safe work practices	W10						
SITHFAB005	Prepare and serve espresso coffee		W3					
SITHCCC003	Prepare sandwiches		W3					
SITHFAB004	Prepare and serve non-alcoholic beverages		W3					
BSBWOR203B	Work effectively with others			W10				
SITXCOM002	Show social and cultural sensitivity			W10				
SITXFSA002	Participate in safe food handling practices				W10			
SITHCCC001	Use food preparation equipment				W10			
SITHFAB007	Serve food and beverage					W1		
SITXCCS003	Interact with customers					W1		
SITHIND003	Use hospitality skills effectively					W1		
SITHIND002	Source and use information on the hospitality industry						W10	
BSBSUS201A	Participate in environmentally sustainable work practices						W10	
SITXCOM001	Source and present information						W10	
	Preliminary Yearly examination			W 9-10				
	HSC Trial examination							W 3-4



Assessment Schedule 2018 - 2019

Faculty:	TAS 1	Course:	HSC Information Processing and Technology
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: Home/At school	Term 2 Week 3 Completed: Home/At school	Term 2 Week 10 Completed: Home/At school	Term 3 Weeks 3-4 Completed: At School
		Practical Database	Multimedia Presentation	Decision Support Systems	Trial Examination
Outcomes Assessed:		H1.1, H2.2, H6.1, H6.2, H7.1	H1.1, H2.1, H3.2, H3.1, H5.2, H6.1, H7.1, H7.2	H1.1, H2.2, H3.1, H5.2	H1.1, H1.2, H2.2, H3.1, H5.2, H6.1
Knowledge and understanding of course content	60	10	10	10	30
Knowledge and skills in the design and development of information systems	40	15	15	10	
Total %	100%	25	25	20	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	TAS 2	Course:	HSC Design and Technology
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Teacher: Mr Sheen		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 Week 8 Completed: At Home and School	Term 1 Week 7 Completed: At Home	Term 2 Week 8 Completed: At Home and School	Term 3 Weeks 3-4 Completed: At School
		MDP Project Proposal Presentation	Innovation Case study	MDP Development Presentation and Report	Trial exam
Outcomes Assessed:		H1.1, H1.2, H4.1, H5.1	H2.1, H2.2, H3.1, H6.2	H3.2, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2
Knowledge and understanding of course content	40		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60	20		30	10
Total %	100%	20	20	30	30

Syllabus Outcomes

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



Assessment Schedule 2018 - 2019

Faculty:	TAS 2	Course:	HSC Industrial Technology Timber
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 4 week 8 Completed: at Home	Term 1 week 6 Completed: Home & School	Term 2 Week 8 Completed: Home & School	Term 3 Weeks 3-4 Completed: At School
		Designing and Planning Presentation	Product Analysis	Project Development and Management Report	Trial HSC Examination
Outcomes Assessed:		H3.1, H3.2, H3.3, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
	40	5	5	10	20
	60	15	15	20	10
Total %	100%	20	20	30	30

Syllabus Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment



Assessment Schedule 2018 - 2019

Faculty:	TAS 2	Course:	Metals and Engineering
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Units of Competencies		Assessment Commencement						
		T1 Prelim	T2 Prelim	T3 Prelim	T4 HSC T1	T1 HSC T2	T2 HSC T3	T3 HSC T4
MEM13014A	Apply principles of occupational health and safety in the work environment	W10						
MEM14004A	Plan to undertake a routine task	W10						
MEM12023A	Perform engineering measurements		W10					
MEM12024A	Perform computations		W10					
MEM15024A	Apply quality procedures		W3					
MEM15002A	Apply quality systems			W5				
MEM18001C	Use hand tools			W10				
MEM18002B	Use power tools/hand held operations			W10				
MEM05006C	Perform brazing and or silver soldering				W10			
MEM16005A	Operate as a team member to conduct manufacturing, engineering or related activities				W10			
MEM16007A	Work with others in a manufacturing, engineering or related environment				W10			
MEM11011B	Undertake manual handling					W10		
MEM07032B	Use workshop machines for basic operations					W10		
MEM16008A	Interact with computing technology						W10	
	Preliminary Yearly examination			W 9-10				
	HSC Trial examination							W 3-4



Assessment Schedule 2018 - 2019

Faculty:	TAS 2	Course:	VET Construction
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Units of Competencies		Assessment Commencement						
		T1 Prelim	T2 Prelim	T3 Prelim	T4 HSC T1	T1 HSC T2	T2 HSC T3	T3 HSC T4
<u>CPCCWHS1001</u>	Prepare to work safely in the construction industry		W8					
<u>CPCCOHS2001A</u>	Apply OHS requirements, policies, and procedures in the construction industry		W8					
<u>CPCCCA2002B</u>	Use carpentry tools and equipment		W8					
<u>CPCCCM1012A</u>	Work effectively and sustainably in the construction industry		W8					
<u>C CPCCCM1013A</u>	Plan and organise work			W4				
<u>CPCCCM1014A</u>	Conduct workplace communication			W4				
<u>CPCCCM2001A</u>	Read and interpret plans and specifications				W5			
<u>CPCCCM1015A</u>	Carry out measurements and calculations				W5			
<u>CPCCCA2003A</u>	Erect and dismantle formwork for footings and slabs on the ground.					W6		
<u>CPCCCA2011A</u>	Handle carpentry materials					W6		
<u>CPCCCM2006B</u>	Apply basic levelling						W8	
<u>CPCCCO2013A</u>	Carry out concreting to simple forms						W8	
<u>CPCCCM2005B</u>	Use construction tools and equipment						W8	
<u>CPCCJN2001A</u>	Assemble components							W5
<u>CPCCJN2002B</u>	Prepare for off-site manufacturing process							W5
	Preliminary Yearly examination			W 9-10				
	HSC Trial examination							W 3-4



Assessment Schedule 2018 - 2019

Faculty:	CAPA	Course:	HSC Photography, Video and Digital Imaging Course
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 9 Week 4 Completed: School	Term 1 Week 8 Completed: School	Term 2 Weeks 7 Completed: School	Term 3 Week 5 Completed: School
		Critical Historical	Critical Historical/Making	Making	Making
Outcomes Assessed		CH1 CH2 CH4	M2 CH3 CH4 M5 M6 CH2	M3 M5 M6 CH1 CH3	M1 M2 M5 M6 CH1 CH3
Critical Historical	30	20	10		
Making	70		10	30	30
Total %	100%	20	20	30	30

Syllabus Outcomes

M1: generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.

M2: explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.

M3: investigates different points of view in the making of photographs and/or videos and/or digital images.

M4: generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.

M5: develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.

M6: takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

CH1: generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.

CH2: investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.

CH3: distinguishes between different points of view and offers interpretive accounts in critical and historical studies.

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.

CH5: recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.



Assessment Schedule 2018 - 2019

Faculty:	CAPA	Course:	HSC Visual Arts
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Teacher:		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Term 1 Week 5 Completed: School	Term 2 Week 6 Completed: School	Term 3 Weeks 3/4 Completed: School	Term 3 Week 5 Completed: School
		Development of Body of Work	Art Criticism and Art History	Trial Examination	Body of Work
Outcomes Assessed		H1 H3 H4	H7 H8 H9 H10	H7 H8 H9 H10	H1 H2 H3 H4 H5 H6
Art Making	20	20			
Art Criticism and Art History	50		25	25	
Art Making – Body of Work	30				30
Total %	100%	20	25	25	30

Syllabus Outcomes

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