

ERSKINE PARK HIGH SCHOOL



HIGHER SCHOOL CERTIFICATE COURSE ASSESSMENT

2017 - 2018

STUDENT HANDBOOK

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School Assessment Policy (Year 12 HSC Course/ Year 11 Preliminary Course/ Years 9 & 10 Course and Years 7 & 8 Courses)

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 the Board 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 Board Developed 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 the 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.

Year 9/ 10 Courses

To receive the Record of School Achievement, students are required to study courses in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. At some time during Years 7-10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students are also awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the NESA. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Year 7/ 8 Courses - Assessment Statement of Expectations

In preparation for our senior assessment policy, students will be given at least TWO weeks notice in writing of a formal assessment task – including topic or termly tests. A formal assessment task is one used for formal semester reporting purposes. This notice will include the nature of the task, course outcomes, the value or weighting of the task, marking criteria or guidelines and the date for its completion or submission. If a student is absent for the issuing of 'notice', it is the student's responsibility to obtain the task. There will not be a staggered due date because of 'late' notice. An assessment overview for the term or year may allow greater student planning and preparation.

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 Year 9/ Year 10, Preliminary and 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 five/six and typically includes the Trial HSC/ end of course examination. The maximum number of tasks in any 1-unit Extension course, is typically four. 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 Deputy Principal's office 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 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 Year 9/ Year 10, 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, in **written hard copy form**. 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 signs 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 NESAs. 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 NESAs 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.



ERSKINE PARK HIGH SCHOOL

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: _____

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: _____

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: _____

It is your responsibility to follow the requirements as spelt out in your School Assessment Policy. New copies available from DP.



ERSKINE PARK HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION SHEET

STUDENT NAME:	TEACHER:
COURSE:	
DATE ISSUED:	DATE DUE:
ASSESSMENT TASK NUMBER:	WEIGHTING:

ASSESSMENT TASK: (BRIEF DESCRIPTION)

MARK / RANK (IF APPLICABLE):

TEACHER COMMENT:

NOTE: THIS COVER SHEET MUST BE ATTACHED TO THE FRONT OF THE TASK WHEN IT IS SUBMITTED FOR ASSESSMENT



NOTE: HAVE YOUR TEACHER SIGN THIS SECTION AS A RECORD OF YOUR TASK BEING COMPLETED.

STUDENT NAME:	COURSE:
ASSESSMENT TASK NUMBER:	WEIGHTING:
DATE DUE:	DATE SUBMITTED:
TEACHER SIGNATURE:	

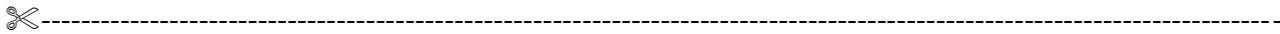


ERSKINE PARK HIGH SCHOOL

IN-CLASS ASSESSMENT TASK NOTIFICATION SHEET

STUDENT NAME:	TEACHER:
COURSE:	
DATE ISSUED:	DATE DUE:
ASSESSMENT TASK NUMBER:	WEIGHTING:

ASSESSMENT TASK: (BRIEF DESCRIPTION)



ERSKINE PARK HIGH SCHOOL

IN-CLASS ASSESSMENT TASK NOTIFICATION SHEET

STUDENT NAME:	TEACHER:
COURSE:	
DATE ISSUED:	DATE DUE:
ASSESSMENT TASK NUMBER:	WEIGHTING:

ASSESSMENT TASK: (BRIEF DESCRIPTION)

VET COURSES - 240 hours
HSC ASSESSMENT SCHEDULE 2017 - 2018

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)

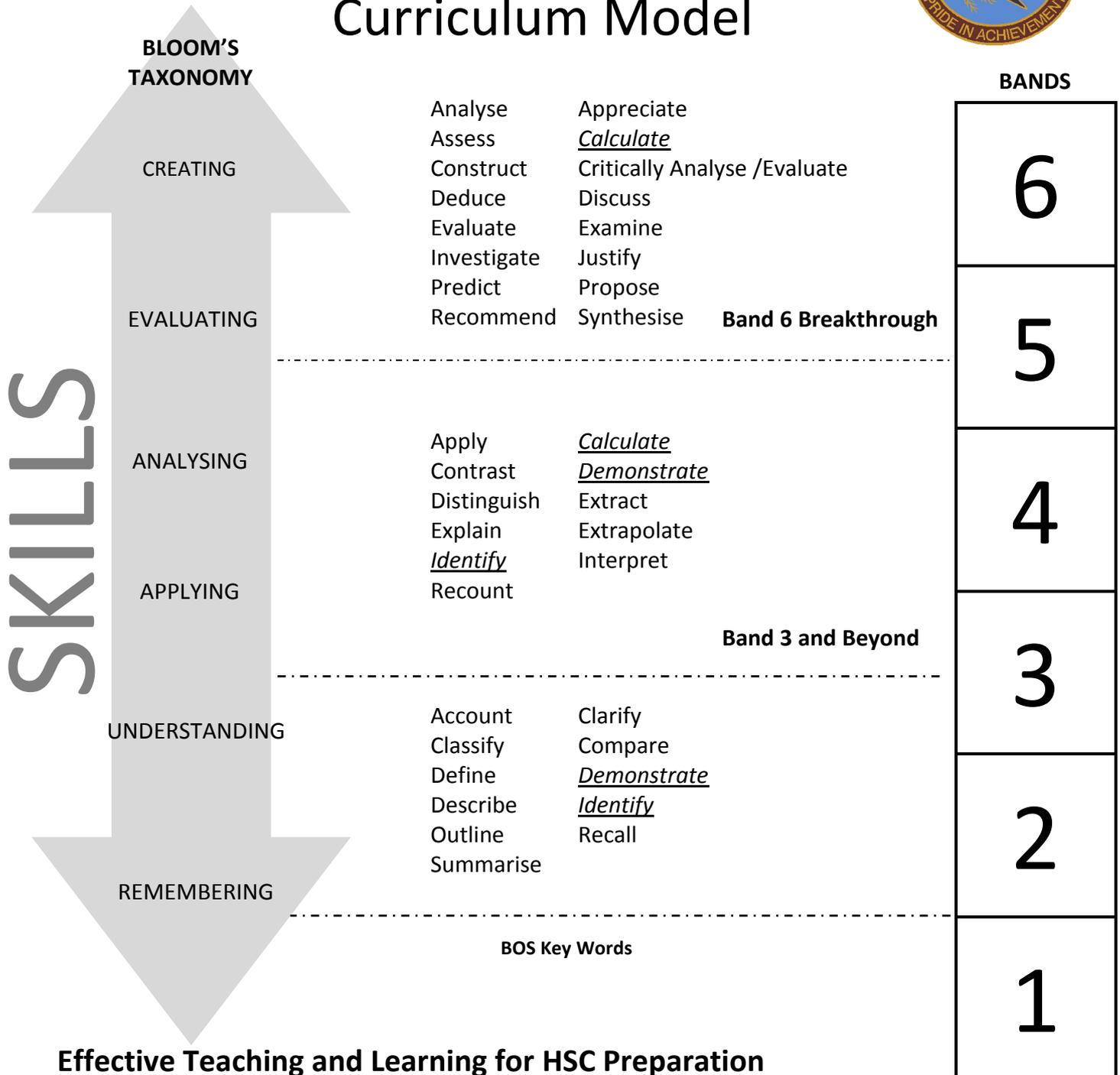
Assessment of Competencies

- 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, Year 12 Half Yearly (50%) and Year 12 Trial (50%) 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

2017 - 2018 HSC CALENDAR OF ASSESSMENT TASK

WEEK	TERM 4, 2017 10/10/2017 – 20/12/2017	TERM 1, 2018 30/1/2018 – 13/4/2018	TERM 2, 2018 1/5/2018 – 6/7/2018	TERM 3, 2018 24/7/2018 – 28/9/2018
1				
2				NON ASSESSMENT PERIOD
3			Biology Info Processes & Technology	TRIAL EXAMINATIONS All Courses except VET
4		History - Extension	History - Extension	
5		Legal Studies	English Standard English Advanced Ancient History PDHPE	Community & Family Studies History – Extension Modern History Photography Visual Arts
6	Physics	Agriculture Visual Arts	Senior Science Industrial Tech – Multimedia Legal Studies	
7	Food Technology Industrial Tech – Timber Legal Studies PDHPE Sport, Lifestyle and Recreation Visual Arts	English Standard English Advanced Food Technology Design & Technology Music 1 Music 2	Mathematics General 2 Mathematics Physics Community & Family Studies Business Studies Photography	English Studies
8	English Studies Agriculture Info Processes & Technology Design & Technology Industrial Tech – Multimedia Business Studies History – Extension Modern History	English Studies Industrial Tech – Multimedia Photography	English Studies Mathematics Extension 1 Agriculture Design & Technology Music 1 Music 2	
9	English Standard English Advanced Mathematics General 2 Mathematics Music 1 Music 2 Photography	NON ASSESSMENT PERIOD	English Standard English Advanced Industrial Tech – Timber Ancient History History – Extension Modern History Sport, Lifestyle and Recreation	
10	Mathematics Extension 1 Biology Chemistry Senior Science Community & Family Studies Ancient History	HALF YEARLY EXAMINATIONS Most Courses	Biology Chemistry Food Technology Info Processes & Technology	
11				

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

2017 - 2018 HSC STUDENT ASSESSMENT PLANNER

WEEK	TERM 4, 2017 10/10/2017 – 20/12/2017	TERM 1, 2018 30/1/2018 – 13/4/2018	TERM 2, 2018 1/5/2018 – 6/7/2018	TERM 3, 2018 24/7/2018 – 28/9/2018
1				
2				NON ASSESSMENT PERIOD
3				TRIAL EXAMINATIONS
4				
5				
6				
7				
8				
9		NON ASSESSMENT PERIOD		
10		HALF YEARLY EXAMINATION		
11				

COURSE: ENGLISH- Standard
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Related Text Presentation	Task 2 Critical Response	Task 3 Half-Yearly Examination	Task 4 Personal Reflection	Task 5 Textual Analysis	Task 6 Trial Examination
		Week 9 Term 4	Week 7 Term 1	Week 10/11 Term 1	Week 5 Term 2	Week 9 Term 2	Week 3/4 Term 3
AREA OF STUDY Discovery <i>Away</i>	25	Speaking 15 Viewing/ Representing 5 Listening 5					
MODULE A Experience Through Language Distinctively Visual <i>Henry Lawson</i>	15		Listening 5 Viewing/ Representing 5 Writing 5				
Area of Study (5) and Module A (5)	10			Reading 5 Writing 5			
MODULE C Texts and Society Exploring Connections <i>The Black Balloon</i>	15				Writing 5 Viewing/ Representing 5 Listening 5		
MODULE B Close Study of Text <i>Wilfred Owen</i>	15					Reading 10 Writing 5	
Area of Study (10) and Module B (5) Module C (5)	20						Reading 10 Writing 10
Outcomes Being assessed in task		H1, H3, H4, H6, H9	H2, H3, H4, H5	H1, H3, H4, H6, H7, H8, H11	H2, H5, H6, H10, H12,	H1, H2, H8, H10, H12, H13	H1, H2, H4, H6, H7, H8, H10, H11
	100	25	15	10	15	15	20

COURSE: ENGLISH- Advanced
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Related Text Presentation	Task 2 Contextual Analysis Task	Task 3 Half-Yearly Examination	Task 4 Critical Response	Task 5 Representation Task	Task 6 Trial Examination
		Week 9 Term 4	Week 7 Term 1	Week 10/11 Term 1	Week 5 Term 2	Week 9 Term 2	Week 3/4 Term 3
AREA OF STUDY Discovery <i>Robert Frost</i>	25	Speaking 15 Viewing/ Representing 5 Listening 5					
MODULE A Comparative Study of Texts and Context Intertextual Perspectives <i>Richard III</i> <i>Looking for Richard</i>	15		Writing 5 Listening 5 Viewing/ Representing 5				
Area of Study (5) Module A (5)	10			Reading 5 Writing 5			
MODULE B Critical Study of Texts <i>Sixty Lights</i>	15				Writing 5 Reading 10		
MODULE C Representation and Text Representing People and Places <i>The Art of Travel</i>	15					Writing 5 Listening 5 Viewing/ Representing 5	
Area of Study (10) Module B (5) Module C (5)	20						Writing 10 Reading 10
Outcomes Being assessed in task		H2, H3, H4, H5, H7, H12,	H1, H2, H2A, H3, H4, H5, H6, H12A	H1, H2, H4, H5, H8, H10, H11	H2A, H3, H4, H6, H8, H10, H12A	H4, H5, H7, H8, H9	H1, H2, H2A, H4, H6, H7, H8, H10, H11, H12A
	100	25	15	10	15	15	20

COURSE: ENGLISH STUDIES
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 "We are Australian"	Task 2 "On the Road"	Task 3 "Playing the Game"	Task 4 Trial/Yearly Examination	Task 5 "The Big Screen"
		Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Week 3/4 Term 3	Week 7 Term 3
Student will develop knowledge and understanding of various forms of texts, exploring the ideas values of those texts and how language and other techniques are used in the texts to convey meaning	30	Literature (10)		Literature (10)	Literature (5)	Literature (5)
Students will develop skills in reading, listening and viewing and in writing, speaking and representing	30	Literacy (5)	Literacy (5)	Literacy (5)	Literacy (5)	Literacy (10)
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts	25	Language (5)	Language (5)	Language (10)	Language (5)	
Students will develop skills in planning and working individually and collaboratively	15		Ways of Thinking (10)			Ways of Thinking (5)
Outcomes Being assessed in task		H 1, 2,3, 4	H 1, 2,3, 4	H 1, 2,3, 4	H 1, 2,3, 4	H 1, 2,3, 4
	100	20	20	25	15	20

COURSE: GENERAL 1 MATHEMATICS
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Trial Examination (1.5 hours)
		Week 3/4 Term 3
Concepts, skills and techniques	50	50
Reasoning and communication	50	50
Outcomes being assessed in task		MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-9, MG1H-1 MG1H-10, MG1H-VA
	100	100

COURSE: GENERAL 2 MATHEMATICS
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 In class test (70 minutes)	Task 2 Half Yearly Examination (2.5 hours)	Task 3 In class test (70 minutes)	Task 4 Trial Examination (2.5 hours)
		Week 9 Term 4, 2014	Week 9/10 Term 1	Week 7 Term 2	Week 3/4 Term 3
Concepts, skills and techniques	50	7	15	10	18
Reasoning and communication	50	8	15	10	17
Outcomes being assessed in task		MG2H-4, MG2H-10, MG2H-VA	MG2H-1, MG2H-2, MG2H-4, MG2H-6, MG2H-8, MG2H-10, MG2H-VA	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-6, MG2H-10, MG2H-VA	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10, MG2H-VA
	100	15	30	20	35

COURSE: MATHEMATICS

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 In class test (70 minutes)	Task 2 Half Yearly Examination (3 hours)	Task 3 In class test (70 minutes)	Task 4 Trial Examination (3 hours)
		Week 9 Term 4, 2014	Week 9/10 Term 1	Week 7 Term 2	Week 3/4 Term 3
Concepts, skills and techniques	50	7	15	10	18
Reasoning and communication	50	8	15	10	17
Outcomes Being assessed in task		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
	100	15	30	20	35

COURSE: MATHEMATICS - EXTENSION 1

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 In class test (70 minutes)	Task 2 Half Yearly Examination (2 hours)	Task 3 In class test (70 minutes)	Task 4 Trial Examination (2 hours)
		Week 10 Term 4, 2014	Week 9/10 Term 1	Week 8 Term 2	Week 3/4 Term 3
Concepts, skills and techniques	50 25/50	5	5	5	10
Reasoning and communication	50 25/50	5	5	5	10
Outcomes being assessed in task		HE1, HE2, HE7	HE1, HE2, HE7	HE1, HE4, HE6, HE7	HE1, HE2, HE3, HE4, HE5, HE6, HE7
	100 50/50	10/50	10/50	10/50	20/50

COURSE: BIOLOGY

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Experimental Reports Week 10 Term 4	Task 2 Half Yearly Examination Week 9/10 Term 1	Task 3 Data Interpretation & Analysis Week 3 Term 2	Task 4 Research Task Week 10 Term 2	Task 5 Trial Examination Week 3/4 Term 3
Knowledge & Understanding: <ul style="list-style-type: none"> • The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology • Cell ultrastructures and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution. 	40	5	10		5	20
Skills in: <ul style="list-style-type: none"> • Planning and conducting first hand investigations • Gathering and processing first hand data • Gathering and processing relevant information 	30	10	5	5	5	5
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem solving techniques • Working individually and in teams 	30	5	5	10	5	5
Outcomes Being assessed in task		H6, H11, H12, H13, H14	H1,H2, H4, H6, H7, H8, H9, H10, H11, H12, H13, H14	H11, H12, H13, H14	H3, H5, H6, H13	H1 – H15
	100	20	20	15	15	30

COURSE: CHEMISTRY

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Experimental Reports Week 10 Term 4	Task 2 Half Yearly Examination Week 9/10 Term 1	Task 3 Data Analysis Week 10 Term 2	Task 4 Trial Examination Week 3/4 Term 3
Knowledge & Understanding of <ul style="list-style-type: none"> • The history, nature and practice of science, application and uses of science and their implications for society and the environment, and current issues, research and development in chemistry. • Atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry 	40	5	15	10	10
Skills in: <ul style="list-style-type: none"> • Planning and conducting first hand investigations • Gathering and processing first hand data • Gathering and processing relevant information 	30	15	5	5	5
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem solving techniques • Working individually and in teams 	30	5	5	10	10
Outcomes Being assessed in task		H11, H12, H13, H14	H1 - 10, H11, H12, H14	H3, H5, H13 H14	H1 - H15
	100	25	25	25	25

COURSE: PHYSICS

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 First Hand Investigation Week 6 Term 4	Task 2 Half Yearly Examination Week 9/10 Term 1	Task 3 Secondary Source Investigation Week 7 Term 2	Task 4 Trial Examination Week 3/4 Term 3
Knowledge & Understanding in <ul style="list-style-type: none"> • The history, nature and practice of science, application and uses of science and their implications for society and the environment, and current issues, research and development in Physics. • Kinematics and dynamics, energy, waves, fields and matter 	40	15	10	5	10
Skills in: <ul style="list-style-type: none"> • Planning and conducting first hand investigations • Gathering and processing first hand data • Gathering and processing relevant information 	30	5	10	10	5
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem solving techniques • Working individually and in teams 	30	5	5	10	10
Outcomes Being assessed in task		H2, H9, H11, H12, H13, H14, H15	H1, H3, H7, H9, H12, H13	H1, H3, H4, H5, H12, H13,	H1 - H15
	100	15	25	25	35

COURSE: SENIOR SCIENCE

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 First Hand Investigation and Report Week 10 Term 4	Task 2 Half Yearly Examination Week 9/10 Term 1	Task 3 Research Task Week 6 Term 2	Task 4 Trial Examination Week 3/4 Term 3
Knowledge & Understanding in <ul style="list-style-type: none"> • The history, nature and practice of science, application and uses of science and their implications for society and the environment, and current issues, research and development in Science. • The resources of the Earth, internal and external environment, chemical changes, organs and systems of the body and energy 	40	5	10	5	20
Skills in: <ul style="list-style-type: none"> • Planning and conducting first hand investigations • Gathering and processing first hand data • Gathering and processing relevant information 	30	15		10	5
Skills in: <ul style="list-style-type: none"> • Communicating information and understanding • Developing scientific thinking and problem solving techniques • Working individually and in teams 	30	5	10	10	5
Outcomes Being assessed in task		H8, H11, H12, H13, H14	H1, H4, H7, H8, H9, H12	H3, H4, H10, H13, H14	H1 - H15
	100	25	20	25	30

COURSE: AGRICULTURE
HSC ASSESSMENT SCHEDULE 2017 - 2018

Contents (syllabus)	Weighting %	Task 1 Plant/Animal Production Research/Oral Presentation	Task 2 Farm Product Case Study	Task 3 Half Yearly Examination	Task 4 Elective Research task	Task 5 Trial HSC Written Examination
		Week 8 Term 4	Week 6 Term 1	Week 10/11 Term 1	Week 8 Term 2	Week 3/4 Term 3
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	15	5	10	5	5
<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	10	5	15
Skills in effective research, experimentation and communication	20				15	5
Outcomes being assessed in task		H1.1, H2.1, H2.2	H3.1, H3.2, H3.3, H3.4	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
	100	15	15	20	25	25

**COURSE: COMMUNITY AND FAMILY STUDIES
HSC ASSESSMENT SCHEDULE 2017 - 2018**

Contents (syllabus)	Weighting %	Task 1 Individual Research Project / Diary	Task 2 Half Yearly Examination	Task 3 Groups in Context Study	Task 4 Trial Examination	Task 5 Extended Response – In Class
		WK 10 Term 4	Wk 9/10 Term 1	Week 7 Term 2	Week 3/4 Term 3	Week 5 Term 3
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors • Nature of groups, families and communities 	40	0	5	10	15	10
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote wellbeing 	25	0	5	10	5	5
Knowledge and understanding about research methodology and skills in research, critical thinking, analysing and communicating	35	15	5	5	5	5
Outcomes being assessed in task		H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	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
	100	15	15	25	25	20

**COURSE: FOOD TECHNOLOGY
HSC ASSESSMENT SCHEDULE 2017 - 2018**

Contents (syllabus)	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		Australian Food Industry	Food Manufacture	Half yearly	Food Product Development	Trials
		Week 7 Term 4	Week 7 Term 1	Week 10/11 Term 1	Week 10 Term 2	Week 3/4 Term 3
Knowledge and understanding of food technology	20		5	5		10
Skills in researching, analysing and communicating food issues	30	15		10	5	
Skills in experimenting with and preparing food by applying theoretical concepts	30		10		20	
Skills in designing, implementing and evaluating solutions to food situations	20		10			10
Outcomes being assessed in task		1.2, 1.4, 3.1	1.1, 1.4, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 3.2, 4.1, 4.2	1.1, 1.3, 4.1, 5.1	1.1, 1.2, 1.3, 1.4, 2.1
	100	15	25	15	25	20

COURSE: Hospitality – Food and Beverage (240 hours)
Preliminary and HSC Assessment Schedule 2017 - 2018

This assessment program allows students to demonstrate the achievement of units of competency from the industry curriculum framework. This is a competency based course 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’.

Assessment of Competencies

- Competencies will be assessed within 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.
- The Year 12 Half Yearly and Trial Examination are **compulsory** for all students and these marks are used for HSC assessment purposes.
- Competency based assessment determines the vocational qualifications that a student achieves.
- Work placement is a **MANDATORY** (35 hours in Year 11 and 35 hours in Year 12) for students to meet the course requirements.

Units of Competencies		Commencement Term						
		T1	T2	T3	T4	T5	T6	T7
SITXFSA001	Use hygienic practices for food safety	√						
SITXWHS001	Participate in safe work practices	√						
SITHFAB005	Prepare and serve espresso coffee		√	√				
SITHCCC003	Prepare sandwiches		√	√				
SITHFAB004	Prepare and serve non-alcoholic beverages		√	√				
BSBWOR203B	Work effectively with others			√				
SITXCOM002	Show social and cultural sensitivity			√				
SITXFSA002	Participate in safe food handling practices			√	√			
SITHCCC001	Use food preparation equipment			√	√			
SITHFAB007	Serve food and beverage				√	√		
SITXCCS003	Interact with customers				√	√		
SITHIND003	Use hospitality skills effectively				√	√		
SITHIND002	Source and use information on the hospitality industry					√	√	√
BSBSUS201A	Participate in environmentally sustainable work practices					√	√	√
SITXCOM001	Source and present information					√	√	√

**COURSE: INFORMATION PROCESSES AND TECHNOLOGY
HSC ASSESSMENT SCHEDULE 2017 - 2018**

Contents (syllabus)	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		Practical Database	Half yearly Examination	Multimedia Presentation (Major Project)	Decision Support Systems	Trial Examination
		Week 8 Term 4	Week 10/11 Term 1	Week 3 Term 2	Week 10 Term 2	Week 3 / 4 Term 3
Project management	20	5		10		5
Information systems and databases	20	10	5			5
Communication systems	20		15			5
Option Strand <ul style="list-style-type: none"> • Multimedia • Decision Support Systems 	40			15	15	10
Outcomes being assessed in task		H1.1, H2.2, H6.1, H6.2, H7.1	H1.1, H1.2, H2.2, H3.1, H5.2, H6.1	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
	100	15	20	25	15	25

COURSE: CONSTRUCTION PATHWAYS (240 Hours)
HSC Assessment Schedule 2017 - 2018

This assessment program allows students to demonstrate the achievement of units of competency from the industry curriculum framework. This is a competency based course 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'.

For school and HSC reporting all tasks must be completed by end of Week 8, Term 3.
Assessment of Competencies

- Competencies will be assessed within 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.
- The half yearly and trial Examinations are compulsory for all students and these marks are used for the HSC Assessment Purposes.
- Competency based assessment determines the vocational qualifications that a student achieves.

Units of Competencies		Commencement Term						
		T1	T2	T3	T4	T5	T6	T7
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	√	√					
CPCCCM1012A	Work effectively and sustainably in the construction industry	√	√					
CPCCCM1013A	Plan and organise work			√				
CPCCCM1014A	Conduct workplace communication			√				
CPCCCM1015A	Carry out measurements and calculations			√	√			
CPCCCM2001A	Read and interpret plans and specifications			√	√			
CPCCCA2002B	Use carpentry tools and equipment	√	√					
CPCCCA2011A	Handle carpentry materials			√	√			
CPCCCM2006B	Apply basic levelling procedures				√	√		
CPCCCO2013A	Carry out concreting to simple forms				√	√		
CPCCJN2001A	Assemble components						√	√
CPCCJN2002B	Prepare for offsite manufacturing processes						√	√
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground				√	√		
CPCCCM2005B	Use construction tools and equipment					√	√	
CPCCWHS1001A	Prepare to work safely in the construction industry	√						

COURSE: Design and Technology
Assessments HSC Course 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Major Work Project Proposal	Task 2 Innovation Case Study	Task 3 Half Yearly Examination	Task 4 Major Work Development	Task 5 Trial HSC Examination
		Week 8 Term 4	Week 7 Term 1	Week 9-10 Term 1	Week 8 Term 2	Week 3-4 Term 3
Innovation and Emerging Technologies	40		20	10		10
Designing and Producing	60	10		10	30	10
Outcomes being assessed in task		H1.1, H4.1, H5.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H1.1, H1.2, 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
	100	10	20	20	30	20

COURSE: INDUSTRIAL TECHNOLOGY - MULTIMEDIA
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Major Project Statement of Intent Week 8 Term 4	Task 2 Half Yearly Examination Week 8 Term 1	Task 3 Major Project Research Task Week 6 Term 2	Task 4 Trial HSC Examination Week 3/4 Term 3
Knowledge and understanding of the organisation and management of and manufacturing processes and techniques used by the focus area industry.	40		20	5	15
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60	20		30	10
Outcomes being assessed in task		H3, H4, H5, H6	All Outcomes Assessed	H1, H2, H7	All Outcomes Assessed
	100	20	20	35	25

COURSE: INDUSTRIAL TECHNOLOGY - TIMBER
HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Statement of intent Initial ideas/research Idea development Drawings/calculations Time/finance plan Week 7 Term 4	Task 2 Half Yearly Examination Week 9/10 Term 1	Task 3 Selection and justification of components and processes Ongoing evaluation production Week 9 Term 2	Task 4 Trial Examination Week 3/4 Term 3
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus industry.	40		20	5	15
Knowledge, skills and understanding in designing, managing, problem solving, communication and the safe use of manufacturing processes and techniques through the design and production of quality major project	60	20		30	10
Outcomes being assessed in task		H3, H5	H1, H2, H7	H2, H3, H4, H5, H6	H1, H2, H3, H5, H6, H7
	100	20	20	35	25

COURSE: ANCIENT HISTORY

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		Cities of Vesuvius: Source-based questions	Half-Yearly Examination	Research/Oral presentation: Ramesses II	Research/Source analysis: Persian Wars	Trial Examination
		Week 10 Term 4	Week 10/11 Term 1	Week 5 Term 2	Week 9 Term 2	Week 3/4 Term 3
Knowledge and understanding of course content	40	5	5	5	5	20
Source-based skills	20	5	5		5	5
Historical inquiry and research	20			10	10	
Communication of historical understanding in appropriate forms	20	5		10		5
Outcomes Being assessed in task		H3.2, H3.3, H3.5	H1.1, H2.1, H3.4, H3.5, H4.1, H4.2	H1.1, H3.1, H3.2, H3.6, H4.1, H4.2	H3.2, H3.3, H3.4, H4.1	H1.1, H2.1, H3.4, H3.5, H4.1, H4.2
	100	15	10	25	20	30

COURSE: BUSINESS STUDIES

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Extended Response Operations	Task 2 Half Yearly Examination	Task 3 Human Resources Class Test	Task 4 Trial Examination
		Week 8 Term 4	Week 10/11 Term 1	Week 7 Term 2	Week 3/4 Term3
Knowledge and understanding of course content.	40	5	10	10	15
Stimulus based skills	20		5		15
Inquiry and research	20	5	10	5	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Outcomes Being assessed in task		H2, H3, H4, H5	H4, H6, H7, H8, H9	H4, H5,H6,H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
	100	15	30	20	35

**COURSE: HISTORY EXTENSION
HSC ASSESSMENT SCHEDULE 2017 - 2018**

Component (syllabus)	Weighting %	Task 1 “Proposal” Week 8 Term 4	Task 2 “History Wars” Presentation Week 4 Term 1	Task 3 “Half Yearly Exam” Week 10/11, Term 1	Task 4 “Elizabeth I” presentation. Week 4, Term 2	Task 5 I.R.P. Draft Week 9 Term 2,	Task 6 Trial HSC. Week 3/4 Term 3	Task 7 I.R.P. Log Book Week 5 Term 3	Task 8 I.R.P. Week 5 Term 3
Knowledge and understanding of significant historical ideas and processes	25	5	2.5	5	2.5	2.5	5	2.5	
Skills in designing, undertaking and communicating historical inquiry	10		2.5		2.5	2.5		2.5	
Skills in designing, undertaking and communicating historical inquiry – The History project	15								15
Outcomes		E1.1, E2.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3	E1.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3	E1.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3	E1.1, E2.1, E2.2, E2.3
	50	5	5	5	5	5	5	5	15

COURSE: LEGAL STUDIES

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Crime Case Study	Task 2 Human Rights Presentation	Task 3 Half Yearly	Task 4 Focus Study 1: Media Study and related written task	Task 5 Trial Examination
		Week 7 Term 4	Week 5 Term 1	Week 10/11 Term 1	Week 6 Term 2	Week 3/4 Term 3
Knowledge and Understanding of course content	60	5	5	5	5	40
Inquiry and research	20	5	5	5	5	
Communication	20	5	5	5	5	
Outcomes being assessed in task		H1, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H4, H5, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
	100	15	15	15	15	40

COURSE: MODERN HISTORY

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1	Task 2	Task 3	Task 4	Task 5
		Source analysis: World War One	Half-Yearly Examination	Research/Oral presentation: Albert Speer	Trial Examination	Research/ Source analysis: Conflict in Europe
		Week 8 Term 4	Week 10/11 Term 1	Week 9 Term 2	Week 3/4 Term 3	Week 5 Term 3
Knowledge and understanding of course content	45	5	10	5	20	5
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	25	5	10		5	5
Historical inquiry and research	15			10		5
Communication of historical understanding in appropriate forms	15	5		5	5	
Outcomes being assessed in task		H1.1, H1.2, H3.3, H3.4, H4.1	H1.2, H2.1, H3.3, H4.2	H1.1, H3.1, H3.2, H3.5, H4.2	H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2	H3.2, H3.3, H3.4, H4.1
	100	15	20	20	30	15

COURSE: PDHPE

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Research and Analysis	Task 2 Half Yearly Examination	Task 3 Development of a learning resource	Task 4 Trial Examination
		Week 7 Term 4	Week 10/11 Term 1	Week 5 Term 2	Week 3/4 Term 3
Knowledge and understanding of <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	40	8	8	12	12
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	30	6	6	9	9
Skills in critical thinking, research and analysis	30	6	6	9	9
Outcomes being assessed in task		H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17	H8, H12, H13, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17
	100	20	20	30	30

COURSE: SPORT, LIFESTYLE AND RECREATION

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Report	Task 2 Half Yearly Examination	Task 3 Coaching & Games Journal	Task 4 Trial Examination
		Week 7 Term 4	Week 10/11 Term 1	Week 9 Term 2	Week 3/4 Term 3
Knowledge and Understanding	50	10 Fitness	10 Individual Games and Sports Application	20 Sports Coaching and Training	10 Healthy Lifestyle
Skills	50	10 Healthy Lifestyle	10 Fitness	10 Individual Games and Sports Application	10 Fitness
					5 Sports Coaching and Training
					5 Individual Games and Sports Application
Outcomes being assessed in task	100	H1.2, H1.3, H1.5, H2.2, H2.3, H3.2, H3.3, H 3.5, H4.1, H4.3	H1.1, H1.2, H 1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.4	H1.1, H 1.3, H2.1, H 2.2, H 3.1, H 3.2, H 4.2, H4.4 H 4.5	H1.1, H1.2, H1.3, H1.5, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H 3.5, H4.1, H 4.2, H4.3, H4.4, H 4.5
		20	20	30	30

COURSE: MUSIC 1

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Performance	Task 2 Composition /Viva	Task 3 Performance/ Electives	Task 4 Trial Examination
		Week 9 Term 4	Week 7 Term 1	Week 8 Term 2	Week 3/4 Term 3
Performance	25	20			5
Composition	10		10		
Musicology	10		10		
Aural	10				10
Electives	45			30	15
Outcomes being assessed in task		H1, H2, H9, H10, H11	H2, H3,H4, H5, H6, H7, H10, H11	H1, H2, H9, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11
	100	20	20	30	30

COURSE: MUSIC 2

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Performance	Task 2 Composition /Viva	Task 3 Performance and Composition/ Electives	Task 4 Trial Examination
		Week 9 Term 4	Week 7 Term 1	Week 8 Term 2	Week 3/4 Term 3
Performance	25	20			5
Composition	25		10	10	5
Musicology	10		10		
Aural	10				10
Electives	30			20	10
Outcomes being assessed in task		H1, H2, H9, H10, H11	H2, H3,H4, H5, H6, H7, H10, H11	H1, H2, H9, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11
	100	20	20	30	30

COURSE: PHOTOGRAPHY, VIDEO and DIGITAL IMAGING

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Critical Historical	Task 2 Critical Historical /Making	Task 3 Making	Task 4 Making
Making 70% Critical Historical 30%			Week 9 Term 4	Week 8 Term 1	Week 7 Term 2
Critical Historical	30	20	10		
Making	70		10	30	30
Outcomes being assessed in task		CH1, CH2, CH4	M2, CH3, CH4, M5, M6, CH2	M3, M5, M6, CH1, CH3	M1, M2, M5, M6, CH1, CH3
	100	20	20	30	30

COURSE: VISUAL ARTS

HSC ASSESSMENT SCHEDULE 2017 - 2018

Components (syllabus)	Weighting %	Task 1 Development of the Body of Work	Task 2 Art Criticism and Art History	Task 3 Trial Examination	Task 4 Art Making - Body of Work
Art Making 50% Art Criticism and Art History 50%			Week 7 Term 1	Week 6 Term 2	Week 3/4 Term 3
Art Making	20	20			
Art Criticism and Art History	50		25	25	
Art Making - Body of Work	30				30
Outcomes being assessed in task		H1, H3, H4	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6
	100	20	25	25	30