



HASTINGS
SECONDARY COLLEGE

EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

**HIGHER SCHOOL CERTIFICATE
ASSESSMENT SCHEDULE
HANDBOOK 2016-17**

PORT MACQUARIE CAMPUS

Hastings Secondary College



EXCELLENCE - INNOVATION - OPPORTUNITY - SUCCESS

Higher School Certificate (HSC) Course Assessment Handbook

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HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY - BOARD OF STUDIES, TEACHING AND EDUCATIONAL STANDARDS (BOSTES) REQUIREMENTS

A. 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 BOSTES
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) achieved some or all of the course outcomes.

B. Attendance

BOSTES does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.

Absences from school are regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

C. "N" determination

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent. Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

To qualify for the Higher School Certificate (HSC) a student must satisfactorily complete a Preliminary pattern of study made up of at least 12 Preliminary units and an HSC pattern of study comprised of at least 10 units. If a student satisfactorily completes less than ten units he/she will only receive a Record of School Achievement (RoSA).

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given.

The principal must:

- (a) advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- (b) advise the parent or carer in writing if the student is under 18
- (c) request from the student and/or parent/carer a written acknowledgement of the warning
- (d) issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)
- (e) retain a copy of the warning notice and other relevant documentation.

D. Completion of Higher School Certificate assessment tasks

BOSTES expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and Life Skills courses) BOSTES requires all students to follow an assessment program and have an assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 % of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination ("N" Determination) in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

E. Board developed courses

For each Board developed course (except VET courses, where examination estimates are submitted) schools and colleges are required to submit an internal assessment mark to BOSTES for every student. Assessment marks for Board developed courses are moderated, reported on the Record of School Achievement and used to calculate an examination mark in the event of a successful Illness/misadventure appeal. Moderation of assessment marks allows comparison across the entire candidature for any course.

F. Board endorsed courses

Schools and colleges are required to submit internal assessment marks for students undertaking any HSC Board endorsed course (except for VET courses, Life Skills courses and University Developed Board Endorsed Courses). These marks are reported on the Record of School Achievement (RoSA) but are not moderated by BOSTES.

G. VET courses

In the case of VET courses studied at school, there is ongoing assessment of the competencies throughout the course. Students will receive an individual Competency Record Card which is updated progressively throughout the course. Individual course teachers will provide a course handbook which includes assessment information.

Work placement is a mandatory HSC requirement for all VET framework courses and appropriate minimum hours must be completed prior to completion of every course. BOSTES will not recognise the course if you have not completed the work placement requirements. This will result in an "N" determination for the HSC.

H. Reported marks

BOSTES does not allow the school to divulge final assessment marks to students. Students may only be given their rank order within each course.

The final assessment marks for students of similar ability at different schools may vary widely. These "raw" school marks are moderated by BOSTES in the light of the examination performance of the students. It is this moderated assessment mark which is supplied with the Higher School Certificate. The moderation process does not alter the rank order of the students within each course group.

I. HSC course assessment

Assessments for each course at Hastings Secondary College are intended to measure each student's achievement of a wide range of syllabus outcomes as required in the syllabus document for each course.

The purpose of the assessment program in each course is to assist the school in determining a student's satisfactory completion of each course and to be able to submit an assessment mark to BOSTES for the HSC Course.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment program for each course is contained in this handbook.

Students who do not comply with the assessment requirements in any course will have this considered in relation to satisfactory completion of a course; and may be deemed to have not satisfactorily completed that course.

The College expects students to undertake all assessment tasks set in HSC courses and requires all students to follow an assessment program in each course studied.

Student assessments in each course are submitted to BOSTES towards the end of Term 3 in the HSC year.

School assessments

You are required to complete school-based assessment tasks for each Board Developed HSC Course you study, other than VET courses. This applies to all school and TAFE students, regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of School Achievement.

J. Assessment schedules

This handbook contains the Assessment Schedules for all HSC Courses. Each faculty has the responsibility of framing assessment schedules which conform to BOSTES requirements.

i) Schedule of tasks

Where the assessment tasks involve students in substantial outside of school preparation, no more than two tasks will be set for completion on any one day.

The college sets assessment free periods prior to senior examination periods:

- 1 week prior to the Mid Course examinations
- 2 weeks prior to the Trial HSC examinations

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the schedule.

ii) Notification of tasks

Students will be informed by the relevant faculty, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include:

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an "Assessment Task Notification" attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

K. Handing tasks in

The task is to be handed in at the start of class on the due date indicated by the teacher and the task must be signed off as proof that you have handed your task in by the due date.

L. Illness and misadventure provisions

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official school Illness and Misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school (An Illness and Misadventure form can be found on Page 15 of this handbook).

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

M. School-based activities

Students involved in school based activities such as representative sport and work placement must contact the teacher or relevant head teacher prior to the due date if special consideration or alternative arrangements are required.

N. Late submission of assessment tasks

The due date for each faculty's assessment tasks will be established in advance and communicated to students. Faculties will co-operate in the setting of reasonable schedules of tasks.

All tasks will be assigned an official due date. Unless specified otherwise all hand-in tasks are to be submitted at the beginning of that subject's lesson.

Students are to attend school for the entire day that an assessment task is due or scheduled and follow their normal timetabled lessons. Non-attendance or partial attendance will result in penalties being applied, unless there are extenuating circumstances.

O. Penalty for non-completion of in-school tasks and examinations

Zero marks will be awarded for that task unless an illness/misadventure form has been submitted and approved. An "N" award warning letter will be sent by the school indicating a new date by which the task needs to be completed.

P. Penalty for non-submission of hand-in tasks

If a student does not apply for an extension and submits a hand-in assessment task late, a 10% penalty per day, up to a maximum of 5 days, including weekends will apply. After 5 days a zero mark will be awarded. (The 10% penalty will be based on the weight of the assessment task, e.g. A task weighted at 20% will be penalised by 2 marks out of 20 for each day late)

Q. Non-attempts of assessment tasks

Non-attempts are recorded. A warning letter will be sent by the school indicating a new date by which the task needs to be completed.

If the task is completed to a satisfactory standard by the new date, the zero mark remains for assessment purposes but the "non-attempt" is removed for "N" determination purposes.

R. Absence from an assessment task conducted at school

Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the

relevant head teacher of their absence prior to the date of the task. The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

Under these circumstances the head teacher may:

- accept the task
- allow the missed task to be undertaken
- allow a substitute task to be undertaken
- allow the award of an estimate for the task
- award zero marks for the assessment task if the reason for the absence is unacceptable
- grant an extension

S. Alterations to assessment policy

No alteration to this assessment policy will be made without the permission of the relevant principal/s and appropriate notice will be given to students.

T. Reporting

Marks will be recorded and maintained by subject teachers. Students will receive marks for each assessment task and will be informed of their cumulative assessment ranking but not their cumulative assessment mark.

U. School expectations

It is expected

- the student's attendance, conduct and progress will be satisfactory
- the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- the student will study appropriate courses as approved by BOSTES
- the student will complete all the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment schedules
- the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- the student will sit for, and make a genuine attempt at, any examination set as part of the course including the Higher School Certificate examination.

It is essential that students take the assessment program seriously, organise themselves and plan their workload appropriately.

V. Misconduct, malpractice and plagiarism

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a mark of zero being awarded for the task or examination.

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate

acknowledgement

- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

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

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

Students must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the incident will be referred to the head teacher and deputy principal to decide on appropriate action. This may result in the student receiving a zero "0" mark for that task.

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent before any Preliminary course entries can be submitted.

Students who engage in malpractice in assessment tasks will be recorded on the BOSTES malpractice register by their school. The *Register of Malpractice* will be maintained by the school principal or their delegate.

W. Reviews and appeals

Marks awarded for each assessment task can only be queried at the time the task is returned to the students.

Any student, who wishes to appeal against the administration or marking of a task, must do so at the time of the task, or when the task is returned to that student. In the first instance students must discuss this with the class teacher. This may be further referred to the head teacher and/or deputy principal for a decision.

HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY - FREQUENTLY ASKED QUESTIONS

1. Am I eligible for the HSC?

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

- (a) have gained the Record of School Achievement or such other qualifications as the Board of Studies, Teaching and Educational Standards NSW considers satisfactory;
- (b) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by the Board of Studies, Teaching and Educational Standards NSW or a college of TAFE;
- (c) have completed *HSC: All My Own Work* (or its equivalent);
- (d) have satisfactorily completed courses that comprise the pattern of study required by BOSTES for the award of the Higher School Certificate; and
- (e) sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the *HSC: All My Own Work* program or its equivalent.

2. What makes up HSC assessment?

HSC assessment occurs at two levels. A mark is awarded at each level.

- (a) Externally – HSC examination
- (b) Internally – school assessment tasks

The school assessment mark is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course, (excluding VET Curriculum Framework courses) the assessment mark is used to rank or give an order of merit reflecting the student's place relative to other students in that course.

3. What happens to my assessment mark?

An assessment mark for each candidate is submitted to BOSTES for each course offered at the school. Each assessment mark is "moderated" following a process developed by the University Admissions Centre occurs so the comparison between students across the state can be fairly undertaken. The *moderated assessment* mark appears on the Record of School Achievement that accompanies the Higher School Certificate for each course.

NB: The final ranking of students and the "spacing" between students are the major determinants used by BOSTES to moderate marks.

4. What are my rights and responsibilities?

Students have the responsibility to

- be informed - read and understand this document
- be organised so that all tasks are completed by the due date
- communicate promptly and appropriately any concerns or confusion
- make good use of the resources provided by the school; and
- produce work, which is their best, and their own original work at all times

All students have the right to

- receive adequate feedback on all assessment tasks
- access the reviews/appeals process if necessary
- illness/misadventure appeals for Higher School Certificate Course examinations and assessment tasks; and
- malpractice protection in order to ensure equity in the assessment process.

5. What does satisfactory completion of a HSC course mean?

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

- (a) Followed the course developed or endorsed by BOSTES, 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
- (d) VET Courses only – in addition to achieving competencies, complete mandatory work placement requirements

6. What are included as course requirements?

Course requirements have two major parts:

- (a) Course work – This includes class work, class tests, essays, tasks set in class, assignments and regular homework.
- (b) HSC assessment tasks – These are clearly identified tasks that must be completed in each course.

The HSC course assessment handbook will contain the assessment schedules.

NB: Completion of assessment tasks alone does not mean the course outcomes have been met.

7. What if I choose to ignore aspects of course work and/or assessment tasks?

Students are expected to attempt *all* work (see question 5 above). Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an "N" (Non-completion) determination. Failure to complete, submit or be present for an assessment task without a valid reason could result in the award of an "N" (Non-completion) determination.

Students and parents/carers will be informed in writing if the student is at risk of being given an "N" (Non-completion) determination in any course.

Parents/carers will be given at least two (2) Warning Letters of an "N" determination.

NB: A response from the student's parent/carer is encouraged. However, a failure to respond does not negate the fact that the notification has occurred.

8. What if my progress is causing concern?

If any aspects of a student's progress warrant concern, "N" award warning letters will be sent. Students who are in danger of not meeting course requirements will be interviewed and a series of measures will be undertaken with the student in an effort to improve their overall progress. This will include a monitoring program and further reviews of the student's progress.

9. What happens if I fail to complete, submit or be present for an assessment task?

(a) Report to the class teacher to inform them that a task has been missed. Ask for a misadventure/illness application form if needed.



(b) A misadventure/illness application must be submitted by the end of the school day on the due date to the head teacher. The application will be considered by the head teacher and in some circumstances the deputy principal.



(c) If a misadventure/illness application is **not** submitted by the end of the school day on the due date to the head teacher of the faculty concerned.

Note: If the student is absent or unable to contact the school on the due date, the application must be submitted by the end of the school day on the first day the student returns.



- Student, teacher and head teacher negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded.

- Reason for application is considered and a determination made.

- zero "0" awarded for in-school tasks and examinations

OR

- Hand-in assessment tasks submitted late will receive a 10% penalty per day up to a maximum of 5 days, including weekends. After 5 days a zero mark will be awarded.

Other points:

- in the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation.
- hand-in assessment tasks submitted late will receive a 10% penalty per day up to a maximum of 5 days, including weekends. After 5 days a zero mark will be awarded. (The 10% penalty will be based on the weight of the assessment task. e.g. A task weighted at 20% will be penalised by 2 marks out of 20 for each day late)
- no consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time.
- no consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to school.
- the task will still have to be completed to satisfy course requirements.

10. What are my attendance requirements?

Principals may determine that, as a result of absence, the course completion criteria have not been met. Absence, partial truancy and partial attendance (ie: lateness) will be regarded seriously by the Principal. Students will be warned if absences are placing them at risk of an "N" determination being awarded.

Where an assessment task is to be completed at school, students are expected to attend lessons that are scheduled for them on the preceding school day and on the day of the task. Being absent to prepare assessment tasks by set dates shows poor management and is regarded as "truancy".

Where a hand-in assessment task is completed at home, the student must attend school for the full day and hand the assessment in at the beginning of the lesson.

11. What does misadventure mean?

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where considerations cannot be given:

- routine medical appointments
- driving tests, social visits or too tired
- illness without a medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

12. What happens when I know before a task that I will be absent?

Notice of foreseeable absences must be brought to the attention of the class teacher and subject head teacher prior to the assessment task due date, who will advise the student on their options.

Students are permitted to submit tasks prior to the due date in these situations as long as this is agreed upon by the teacher. It is the student's responsibility to plan around foreseeable absences.

13. When and how will I be given notice of assessment tasks?

At the commencement of the HSC Course, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings and components.

Students will be given at least two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class.

Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed in writing of any change. Where possible, two (2) weeks notices will be given.

14. What happens if I am absent from class on the day assessment task notification details are given? (NB. These will be in writing).

You are always responsible for finding out work missed in your subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

15. What do I do when handing in a task done outside class time?

The student must present the task to the class teacher, subject head teacher or nominated teacher **at the beginning of the lesson on the due date**. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students who are absent on the day must follow late submission procedures (refer to section **N**) and may incur a penalty or be awarded a zero (refer to sections **O** and **P**).

16. What are my responsibilities regarding submission of hand-in tasks other than written ones?

Students must ensure that any devices (e.g. USB storage) are operable on standard school equipment. It is the student's responsibility to check this before submission.

17. What is a non-serious attempt?

Tasks completed or submitted in a course that are, in the professional judgment of a teacher, not meeting even a basic/elementary level of achievement of the course outcomes or show a non-genuine attempt can be regarded as a non-serious attempt, and registered as a zero "0" mark.

Students who make a non-serious attempt will be required to re-do/complete the task to a standard that meets the course outcomes as required by the Board of Studies Teaching and Educational Standards. However, the mark awarded for the re-submission of the task will not be included in the final assessment mark.

The head teacher may be involved in making a final decision in the case of a non-serious attempt.

18. Can I query results of individual assessment tasks?

Yes, students can query aspects related to the task. However, any appeals over an individual task must be made on the day of the task or when the task is returned to the student. Direct these queries to the class teacher or relevant head teacher.

19. What is meant by "Unfair Advantage/Malpractice" in examinations?

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all examinations:

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teacher, during an examination.
- The penalty for communication or attempted communication could lead to the loss of all the marks for an examination or assessment.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of an examination in any way.
- The above rules apply from the time the student enters the examination room until all papers are handed in and the student has been formally dismissed.

Examination includes major school examinations and in-school tests/assessments.

20. What is meant by "Unfair Advantage/Malpractice" in assessment tasks?

If a student has been found to have gained an unfair advantage by:

- plagiarism
- gaining help from other students
- submitting work of others as their own
- or for any of the reasons contained in the examination information in Qu. 19, a zero "0" mark could be awarded.

21. Can I complete class or assessment tasks at home?

Some assessment tasks in different courses require that all the work on the task is completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task undertaken.

In courses where it is a requirement to complete tasks under teacher supervision it is the right of the teacher to register a "0" for the task if this basic requirement has not been met or has been violated. Teachers must not provide extra time out of normal lesson times to allow students to complete in-class tasks.

22. What happens regarding assessment and satisfactory completion in COMPETENCY-BASED COURSES?

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead, satisfactory completion requires students to achieve certain competencies within the course being studied.

It should be noted however, that where a student has not successfully completed modules, it is a matter for the teacher's professional judgment to determine whether the attempts made by the student to complete the course are genuine.

23. How will my progress in the HSC Course be "reported"?

Students will receive two reports. A Mid Course report and a final course report will be issued.

NB. Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents/carers.

24. What information will be contained in reports?

The two course reports will contain information about the level of achievement in meeting course outcomes, as well as profiles and examination marks and ranks.

25. Under what circumstances can I be given an "N" determination or not achieve a satisfactory result in a course?

A student may not be credited with satisfactory completion of a course if they have not:

- (a) followed the course developed or endorsed by BOSTES
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) achieved some or all of the course outcomes
- (d) *VET Courses only* – in addition to achieving competencies, complete mandatory work placement requirements

With respect to (a), (b) and (c) above, the school is required to send two (2) Warning Letters.

BOSTES expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and Life Skills courses) BOSTES requires all students to follow an assessment program and have an assessment mark submitted.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

ILLNESS, MISADVENTURE & EXTENSION APPLICATION

Student Name: _____ Course (circle one): **PRELIM** **HSC**

Course Name: _____

Task Missed: _____ % Value _____

OR

Task Attempted: _____ % Value _____

Teacher's Name: _____ Date Due/scheduled: _____

Reasons for Application: _____

Documentary Evidence Attached: Yes No If yes, please list _____

1. Student's Signature: _____ Date _____

2. Parent/carer's Signature: _____ Date _____

3. Class teacher's comment: (Optional) _____

This form is now to be handed to: Faculty head teacher by _____ (date)

You will be informed of the outcome of this application within two school days of lodgement.
I acknowledge the outcome of this determination.

Student _____ Parent/Carer _____ Date _____

IF YOU ARE NOT SATISFIED WITH THE DETERMINATION, YOU MAY APPEAL IN WRITING TO THE DEPUTY PRINCIPAL WITHIN FIVE SCHOOL DAYS OF RECEIVING THE RESULT OF THIS APPLICATION.

Examination attendance rules

- i. It is your responsibility to check your examination timetable and ensure you are at school ten (10) minutes before the scheduled starting time for each examination.
- ii. School uniform is to be worn for each internal examination.
- iii. Students should notify their home campus of their absence on the morning of the examination; otherwise a mark of zero will be awarded.
- iv. A medical certificate must be supplied to the student's home school deputy principal when they return.
- v. If you miss an examination simply because you have misread the timetable, you must contact your deputy principal immediately.
- vi. Cross Campus courses: These procedures also apply for cross campus examinations. Campus deputy principals will communicate regarding any examination issues.

Equipment for the examinations

- i. You may only take equipment listed below into the examination room in a clear plastic sleeve.
 - black pens (blue is also acceptable but black is easier for markers to read)
 - pencils, erasers, sharpener (use pencils where specifically directed)
 - a ruler marked in millimetres and centimetres
 - highlighter pen
- ii. You may not bring any paper, printed or written material or correction fluid/tape into the examination room.
- iii. It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the Board's approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.
- iv. Mobile phones and electronic devices such as organisers, MP3 players and dictionaries are to be switched off and left in bags in the designated area.
- v. You are not permitted to borrow equipment during examinations.
- i. Bringing water is encouraged but must be brought in a clear bottle.

Examination room procedures

- i. You must sit at the desk assigned to you by the supervisor.
- ii. All examinations have either 5 or 10 mins reading time. During this time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.
- iii. You must
 - a. write your student number or name on all writing booklets, special answer books and answer sheets, as per campus instructions or unless that information is pre-printed.
 - b. remain seated, facing forward and quiet for the duration of the examination.
 - c. stop writing immediately when told to do so by the supervisor.
 - d. arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- iv. You must NOT
 - a. begin writing until instructed to do so by the supervisor
 - b. leave the examination room (except in an emergency). If you have to leave you will be supervised while you are absent from the examination room and the time of your absence will be recorded.
 - c. remove an examination paper from the examination room.

Conduct during the examinations

- i. You must follow the supervisors' instructions at all times.
- ii. You are required to remain until the end of each examination.
- iii. You must behave in a polite and courteous manner towards the supervisors and other students.
- iv. You must NOT
 - a. speak to any person other than a supervisor during an examination.
 - b. behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
 - c. eat in the examination room (except for medical reasons).
 - d. take any writing booklets, whether used or not, from the examination room.
- v. If you do not make a serious attempt at an examination, you may receive a mark of zero (0). Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

If you do not follow these rules, or if you cheat in the examinations in any way, you will receive a mark of zero and be placed on the BOSTES register of malpractice for the examination.

AGRICULTURE HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Oral Presentation Plant/Animal	Mid Course Examination	Farm Product Study	Elective Research	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Weeks 10/11	Term 2 2017 Week 6	Term 3 2017 Week 1	Term 3 2017 Weeks 4/5	
	H1.1, H2.1, H2.2	H1.1, H2.1, H2.2, H3.3, H3.4	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 course content	5	10	5	-	20	40
Knowledge and understanding in management techniques and decision making	5	10	10	10	5	40
Skills in effective research, experimentation and communication	5	-	5	10	-	20
Marks %	15	20	20	20	25	100

Outcomes:

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

ANCIENT HISTORY HSC ASSESSMENT SCHEDULE 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Source Based Writing Task	In class essay	Mid Course Examination	Structured Response	Research	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Week 4	Term 1 2017 Weeks 10/11	Term 2 2017 Week 6	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H3.2, H3.5, H4.1	H3.1, H3.3, H3.6	All outcomes	H2.1, H3.1, H3.4	H1.1, H4.1, H4.2	All outcomes	
Knowledge and understanding of course content	5	5	-	5	5	20	40
Source - based skills	5	-	-	5	5	5	20
Historical inquiry and research	-	5	5	5	-	5	20
Communication of historical understanding in appropriate forms	5	5	5	-	5	-	20
Marks %	15	15	10	15	15	30	100

Outcomes:

- H1.1 A student develops the skills to describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context.
- H2.1 A student develops the skills to explain historical factors and assess their significance in contributing to change and continuity in the ancient world.
- H3.1 A student develops the skills to locate, select and organise relevant information from a variety of sources.
- H3.2 A student develops the skills to discuss relevant problems of sources for reconstructing the past.
- H3.3 A student develops the skills to analyse and evaluate sources for their usefulness and reliability.
- H3.4 A student develops the skills to explain and evaluate differing perspectives and interpretations of the past.
- H3.5 A student develops the skills to analyse issues relating to ownership and custodianship of the past.
- H3.6 A student develops the skills to plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.
- H4.1 A student develops the skills to use historical terms and concepts appropriately.
- H4.2 A student develops the skills to communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

BIOLOGY HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical planning	Mid Course Examination	Practical	Research	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H13, H14, H15, H16	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge & understanding	-	15	-	-	25	40
Planning and conducting first hand investigations	15	-	15	-	-	30
Scientific thinking, problem solving and communication	-	5	-	20	5	30
Marks %	15	20	15	20	30	100

Outcomes:

- H1 A student evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 A student analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 A student assesses the impact of particular advances in biology on the development of technologies
- H4 A student assesses the impacts of applications of biology on society and the environment
- H5 A student identifies possible future directions of biological research
- H6 A student explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 A student analyses the impact of natural and human processes on biodiversity
- H8 A student evaluates the impact of human activity on the interactions of organisms and their environment
- H9 A student describes the mechanisms of inheritance in molecular terms
- H10 A student describes the mechanisms of evolution and assesses the impact of human activity on evolution
- H11 A student justifies the appropriateness of a particular investigation plan
- H12 A student evaluates ways in which accuracy and reliability could be improved in investigations
- H13 A student uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 A student assesses the validity of conclusions from gathered data and information
- H15 A student explains why an investigation is best undertaken individually or by a team
- H16 A student justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

BUSINESS STUDIES HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Marketing Plan Analysis	Mid Course Examination	Business Report Analysis	Trial HSC Examination	
	Term 4 2016 Week 10	Term 1 2017 Week 10/11	Term 2 2017 Week 9	Term 3 2017 Weeks 4/5	
	H4, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills	-	10	-	10	20
Inquiry and Research	10	-	10	-	20
Communication of business information, issues and ideas in appropriate forms	5	5	5	5	20
Marks %	25	20	25	30	100

Outcomes:

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

CHEMISTRY HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical	Mid Course Examination	Practical	Research	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H1,H2, H12-H15	All outcomes	H2, H11- H1515	H1- H5, H13-H15	All outcomes	
Knowledge and understanding	-	10	-	10	20	40
Planning and conducting first hand investigations	15	-	15	-	-	30
Scientific thinking, problem solving and communication	-	10	-	10	10	30
Marks %	15	20	15	20	30	100

Outcomes:

- H1 A student evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 A student analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3 A student assesses the impact of particular advances in chemistry on the development of technologies
- H4 A student assesses the impacts of applications of chemistry on society and the environment
- H5 A student describes possible future directions of chemical research
- H6 A student explains reactions between elements and compounds in terms of atomic structures and periodicity
- H7 A student describes the chemical basis of energy transformations in chemical reactions
- H8 A student assesses the range of factors which influence the type and rate of chemical reactions
- H9 A student describes and predicts reactions involving carbon compounds
- H10 A student analyses stoichiometric relationships
- H11 A student justifies the appropriateness of a particular investigation plan
- H12 A student evaluates ways in which accuracy and reliability could be improved in investigations
- H13 A student uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 A student assesses the validity of conclusions from gathered data and information
- H15 A student explains why an investigation is best undertaken individually or by a team
- H16 A student justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

COMMUNITY AND FAMILY STUDIES HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Research Methodology IRP	Parenting and caring	Mid Course Examination	Social impact of technology	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Week 4	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Weeks 4/5	
	H4.1, H4.2	H2.1, H2.2, H3.2, H5.1, H5.2	H3.4, H6.1, H2.3	H3.4, H4.1, H4.2	H1.1, H2.3, H3.1, H6.1, H3.3, H5.1	
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	5	10	5	10	10	40
Skills in applying management processes to meet the needs of individuals, groups, families and communities. Planning to take responsible action to promote wellbeing	5	5	5	5	5	25
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	10	5	5	5	10	35
Marks %	20	20	15	20	25	100

Outcomes:

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

CONSTRUCTION HSC ASSESSMENT 2016-17

Assessment Events for Certificate II in Construction Pathways CPC20211		Event 3	Event 4	Event 5	Holistic	Mid Course Examination	Trial HSC Examination	Work Placement 2
		Tiling	Basic Levelling	Construction Project				
		Term 1 2017 Week 7	Term 4 2016 Week 8	Term 3 2017 Week 8				
					ongoing	Term 1 2017 Weeks 10/11	Term 3 2017 Weeks 4/5	Term 1 2017 Week 8
Code	Unit of Competency							
CPCCWF 2001A	Handle wall and floor tiling materials	X						
CPCCWF 2002A	Use wall and floor tiling tools and equipment	X						
CPCCCM 2006A	Apply basic leveling procedures		X					
CPCCCN 2005A	Use construction tools and equipment *Any additional units as determined by assessment			X				
CPCCCM 1012A CPCCCM 1013A CPCCCM 1015A CPCCCM 2001A CPCCOHS 2001A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros							
CPCCCM 1014A	Conduct workplace communication							X

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

DRAMA HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Course Components	Australian Contemporary Theatre Practice: Workshop + Essay	Studies in Drama and Theatre: Black Comedy: Workshop + Essay	Individual Project: Mid Course Examination Practical: Progress 1 + Progress 2	Group Performance: Progress 1 + Progress 2	Trial HSC Examination IP/Group Performance Final 20% Theory 10%	
	Term 4 2016 Week 10	Term 1 2017 Week 8	Term 1 2017 Weeks 10/11 Term 2 2017 Week 3	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	H1.2, H1.3, H1.5, H1.7, H1.9, H2.1, H2.4, H3.2, H3.3, H3.5	H1.1, H1.2, H1.4, H1.6, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H3.2, H3.3, H3.5	H1.1, H1.2, H1.3, H1.5, H1.7, H1.9, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5	
Making	5	5	10	10	10	40
Performing	5	5	5	5	10	30
Critically Studying	5	5	5	5	10	30
Marks %	15	15	20	20	30	100

Outcomes:

- H1.1 A student uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 A student uses performance skills to interpret and perform scripted and other material
- H1.3 A student uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.4 A student collaborates effectively to produce a group-devised performance
- H1.5 A student demonstrates directorial skills
- H1.6 A student records refined group performance work in appropriate form
- H1.7 A student demonstrates skills in using the elements of production
- H1.8 A student recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 A student values innovation and originality in group and individual work
- H2.1 A student demonstrates effective performance skills
- H2.2 A student uses dramatic and theatrical elements effectively to engage an audience
- H2.3 A student demonstrates directorial skills for theatre and other media
- H2.4 A student appreciates the dynamics of drama as a performing art
- H3.1 A student critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 A student analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 A student demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 A student appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 A student appreciates the role of the audience in various dramatic and theatrical styles and movements

ENGINEERING STUDIES HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Engineering Report	Mid Course Examination	Concept Engopedia	Trial HSC Examination	
	Term 4 2016 Week 7	Term 1 2017 Week 10/11	Term 2 2017 Week 8	Term 3 2017 Weeks 4/5	
	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3, H6.1	
Knowledge and understanding of engineering principles and developments in technology	10	15	10	15	50
Skills in research, problem solving and communication related to engineering	10	5	10	5	30
Understanding of the scope and role of engineering including management and problem solving	5	5	5	5	20
Marks %	25	25	25	25	100

Outcomes:

- H1.1 A student describes the scope of engineering and critically analyses current innovations
- H1.2 A student differentiates between the properties and structure of materials and justifies selection of materials applications
- H2.1 A student determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 A student analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 A student use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 A student uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 A student develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 A student investigates the extent of technological change in engineering
- H4.2 A student applies knowledge of history and technological change to engineering-based problems
- H4.3 A student understanding of social/environmental implications of technological change to the analysis of specific engineering problems
- H5.1 A student works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 A student selects and uses appropriate management and planning skills related to engineering
- H6.1 A student demonstrates skills in research and problem-solving related to engineering
- H6.2 A student demonstrates skills in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED HSC ASSESSMENT 2016-17

Course Components		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
		Extended Written Response	Extended Written Response	Mid Course Examination	Extended Written Response	Oral Task	Trial HSC Examination	
		Term 4 2016 Week 8	Term 1 2017 Week 6	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Week 1	Term 3 2017 Weeks 4/5	
		1, 2, 4, 11, 12A, 13	3, 5, 6, P7, 8, 12	All outcomes	3, 5, 7, 8, 9, 11	1, 2, 3, 4, 10, 13	All outcomes	
Syllabus components	Area of Study	25	-	5	-	-	11	40
	Elective A	-	15	-	-	-	5	20
	Elective B	-	-	-	-	15	5	20
	Elective C	-	-	-	15	-	5	20
Marks %		25	15	5	15	15	25	100
Language modes	Reading	10	-	-	-	5	10	25
	Writing	10	5	5	-	-	10	30
	Speaking	-	-	-	15	-	-	15
	Listening	5	10	-	-	-	-	15
	Viewing/Representing	-	-	-	-	10	5	15
Marks %		25	15	5	15	15	25	100

Outcomes:

- 1 A student explains and evaluates the effects of different contexts of responders and composers on texts
- 2 A student explains relationships among texts
- 2A A student recognises different ways in which particular texts are valued
- 3 A student develops language relevant to the study of English
- 4 A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses
- 5 A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
- 6 A student engages with the details of text in order to respond critically and personally
- 7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
- 8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
- 9 A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas
- 10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts
- 11 A student draws upon the imagination to transform experience and ideas into text demonstrating control of language
- 12 A student reflects on own processes of responding and composing
- 12A A student explains and evaluates different ways of responding to and composing text
- 13 A student reflects on own processes of learning

ENGLISH STANDARD HSC ASSESSMENT 2016-17

Course Components		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
		Extended Written Response	Extended Written Response	Mid Course Examination	Oral Task	Extended Written Response	Trial HSC Examination	
		Term 4 2016 Week 8	Term 1 2017 Week 6	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Week 1	Term 3 2017 Weeks 4/5	
		1, 5, 7, 9, 10, 13	2, 3, 4, 11	All outcomes	1, 2, 3, 6, 8, 10	1, 2, 3, 6, 12	All outcomes	
Syllabus components	Area of Study	25	-	5	-	-	10	40
	Module A	-	15	-	-	-	5	20
	Module B	-	-	-	15	-	5	20
	Module C	-	-	-	-	15	5	20
Marks %		25	15	5	15	15	25	100
Language modes	Listening	5	10	-	-	-	-	15
	Speaking	-	-	-	15	-	-	15
	Reading	10	-	-	-	5	10	15
	Writing	10	5	5	-	-	10	30
	Viewing and Representing	-	-	-	-	10	5	15
Marks %		25	15	5	15	15	25	100

Outcomes:

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

ENGLISH STUDIES HSC ASSESSMENT 2016-17

Course Components		Task 1	Task 2	Task 3	Task 4	Weighting %
		Film Review	Presentation	News Report Media	Job Application Letter eportfolio	
		Term 4 2016 Week 9	Term1 2017 Week 6	Term 2 2017 Week 4	Term 3 2017 Week 6	
		H1.1, H1.2, H1.3, H1.4, H3.1, H3.2	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H4.1, H4.2,	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H4.1, H4.2	
Syllabus Components	Knowledge and Understanding	10	10	-	10	30
	Reading, Listening, Viewing, Writing, Speaking and Representing	10	10	10	-	30
	Language Skills	-	-	10	15	25
	Planning Skills	5	5	5	-	15
Marks %		25	25	25	25	100

Outcomes:

- H1.1 A student analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 A student explains the ideas and values of the texts
- H1.3 A student explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- H1.4 A student produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
- H2.1 A student comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
- H2.2 A student demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.3 A student demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts
- H3.1 A student recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- H3.2 A student recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- H4.1 A student plans and organises to complete tasks or projects, both individually and collaboratively
- H4.2 A student works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

ENGLISH EXTENSION 1 HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Sustained Composition	Extended Written Response	Extended Written Response	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Week 8	Term 2 2017 Week 8	Term 3 2017 Weeks 4/5	
	H1, H3	H1, H2	H1, H2, H4	H1, H2, H3, H4	
Knowledge and understanding of complex texts and of how and why they are valued.	5	5	5	10	25
Skills in: - complex analysis - sustained composition - independent investigation	5	5	5	10	25
Marks %	10	10	10	20	50

Outcomes:

- H1 A student distinguishes and evaluates the values expressed through texts
- H2 A student explains different ways of valuing texts
- H3 A student composes extended texts
- H4 A student develops and delivers sophisticated presentations

ENGLISH EXTENSION 2 HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Weighting %
	Viva Voce	Report	Draft Major Work	
	Term 1 2017 Week 2	Term 1 2017 Week 8	Term 2 2017 Week 7	
	H1, H2	H1, H2	H1, H2	
Objective 1: Skills in extensive independent investigation.	10	15	25	50
Objective 2: Skills in sustained composition	10	15	25	50
Marks %	20	30	50	100

Outcomes:

- H1 A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation
- H2 A student reflects on and documents own process of composition

ENTERTAINMENT INDUSTRY HSC ASSESSMENT 2016-17

Assessment Events for Certificate III in Live Production and Services CUA30413		Event 8	Event 10	Event 12	Event 9	Event 11	Trial HSC
		Audio Vision	Staging	Spots/ Hand Tools	Mid Course Examination *	Work Placement*	Examination *
		Term 1 2017 Week 7	Term 2 2017 Week 7	Term 3 2017 Week 7	Term 1 2017 Weeks 10/11	Term 1, 2 and 3 2017 Week TBA	Term 3 2017 Weeks 4/5
Code	Unit of Competency						
CUAVSS302	Operate vision systems	X					
CUASOU301	Undertake live audio operations	X					
CUSSOU301A	Provide sound reinforcement	X					
CUASTA301	Assist with production operations for live performance		X				
CUFLGT303A	Install and operate follow spots			X			

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30413 Certificate III in Live Production and Services

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

FOOD TECHNOLOGY HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Food Manufacture Product Case Study	Mid Course Examination	Food Product Development - Product Development Written and Practical Experimentation	Contemporary Nutrition Issues Research Written and Practical	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Weeks 10/11	Term 2 2017 Week 3	Term 2 2017 Week 8	Term 3 2017 Weeks 4/5	
	H1.1, H1.4, H4.2, H5.1	H1.1, H1.2, H1.4, H3.1, H4.2, H5.1	H1.3, H4.1, H5.1	H2.1, H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1	
Knowledge and understanding of food technology	-	5	-	-	15	20
Skills in researching, analysing and communicating food ideas	15	-	-	15	-	30
Skills in experimenting with and preparing food by applying theoretical concepts.	5	-	15	5	5	30
Skills in designing, implementing and evaluating solutions to food situations.	-	5	10	5	-	20
Marks %	20	10	25	25	20	100

Outcomes:

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

GEOGRAPHY HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Fieldwork Report Ecosystems at Risk	Mid Course Examination	Written Research Report	Written Extended Research Report (in class)	Trial HSC Examination	
	Term 4 2016 Week 7	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Week 1	Term 3 2017 Weeks 4/5	
	H1, H2, H5, H6, H8, H9, H10, H11, H13.	All outcomes	H1, H4, H5, H6, H7, H7, H8, H9, H10, H11, H12, H13	H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13.	All outcomes	
Knowledge and understanding of course content	5	10	5	5	15	40
Geographical tools and skills	5	5	5	-	5	20
Geographical inquiry and research, including fieldwork	5	5	-	5	5	20
Communication of geographical information, ideas and issues in appropriate forms.	-	5	5	5	5	20
Marks %	15	25	15	15	30	100

Outcomes:

- H1 A student explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 A student explains the factors which place ecosystems at risk and the reasons for their protection
- H3 A student analyses contemporary urban dynamics and applies them in specific contexts
- H4 A student analyses the changing spatial and ecological dimensions of an economic activity
- H5 A student evaluates environmental management strategies in terms of ecological sustainability
- H6 A student evaluates the impacts of, and responses of people to, environmental change
- H7 A student justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 A student plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 A student evaluates geographical information and sources for usefulness, validity and reliability
- H10 A student applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 A student applies mathematical ideas and techniques to analyse geographical data
- H12 A student explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 A student communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

HISTORY EXTENSION HSC ASSESSMENT SCHEDULE 2016-17

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Course Components	Source Essay	Mid Course Examination	Research Task	Synopsis, Major Work and Bibliography	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Week 10/11	Term 2 2017 Week 3	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	E1.1	E2.1, E2.2	E2.1, E2.2	E2.1, E2.2, E2.3	E2.1, E2.2, E2.3	
Knowledge and understanding of significant historiographical ideas and processes	5	-	-	-	5	10
Skills in designing, undertaking and communicating historical inquiry	-	5	5	30	-	40
Marks %	5	5	5	30	5	50

Outcomes:

- E1.1 A student analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 A student plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 A student communicates through detailed, well- structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 A student constructs a historical position about an area of historical inquiry and discusses and challenges other position

HOSPITALITY (KITCHEN OPERATIONS) HSC ASSESSMENT 2016-17

Assessment Events for Certificate II in Kitchen Operations SIT20312		Event 4	Event 5	Event 6	Holistic	Mid Course Examination *	Trial HSC Examination *	Work Placement 2*
		Term 4 2016 Week 10 Date 12.12.16	Term 1 2017 Week 7 Date TBA	Term 2 2017 Week 9 Date TBA		Term 3 2017 Week 7 Date TBA	Term 1 2017 Weeks 10/11 Date: TBA	Term: 3 2017 Weeks 4/5 Date TBA
Code	Unit of Competency							
SITHFAB 204	Prepare and serve espresso coffee	X						
SITHCCC 103	Prepare sandwiches	X						
SITHFAB 203	Prepare and serve non-alcoholic beverages	X						
SITHCCC 202	Produce appetisers and salads		X					
BSBWOR 203B6	Work effectively with others		X					
SITHIND 201	Source and use information on the hospitality industry		X					
SITHCCC 102	Prepare simple dishes			X				
SITXINV 202	Maintain the quality of perishable items			X				
SITHCCC 207	Use cookery skills effectively							

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations (SIT20312) or a Statement of Attainment towards a Certificate II in Kitchen Operations (SIT20312).

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher**

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

INDUSTRIAL TECHNOLOGY HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Course Components	Development of Major Project	Management and Production of Major Project and manufacturing technology	Mid Course Examination	Management and Production of Major Project	Industry Study Deconstruction of Ind. Questions	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Week 8	Term 1 2017 Weeks 10/11	Term 3 2017 Week 1	Term 3 2017 Week 2	Term 3 2017 Weeks 4/5	
	H1.2, H3.2, H3.3, H4.3, H6.1, H7.2	H1.2, H2.1, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Range of outcomes covered to date	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2.	H1.1, H1.2, H3.2, H5.1, H7.1, H7.2	Range of outcomes covered to date	
	Industry Study	-	-	2	-	10	3
Major Project Design, management and communication (20) Production (40)	15	15	3	24	-	3	60
Ind. Related Man. Tech:	5	10	5	-	-	5	25
Marks %	20	25	10	24	10	11	100

Outcomes:

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

JAPANESE BEGINNERS HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Speaking task	Mid Course Examination	Speaking task	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Weeks 4/5	
	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening Objectives 1 and 2 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	-	15	-	15	30
Reading Objectives 1 and 2 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	-	15	-	15	30
Writing Objectives 1 and 3 Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	-	10	-	10	20
Speaking Objectives 1 and 3 Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	10	-	10	-	20
Marks %	10	40	10	40	100

Outcomes:

Interacting

- 1.1 A student establishes and maintains communication in Japanese
- 1.2 A student manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 A student sequences ideas and information
- 1.4 A student applies knowledge of the culture of Japanese-speaking communities to interact appropriately

Understanding Texts

- 2.1 A student understands and interprets information in texts using a range of strategies
- 2.2 A student conveys the gist of and identifies specific information in texts
- 2.3 A student summarises the main points of a text
- 2.4 A student draws conclusions from or justifies an opinion about a text
- 2.5 A student identifies the purpose, context and audience of a text
- 2.6 A student identifies and explains aspects of the culture of Japanese-speaking communities in texts

Producing Texts

- 3.1 A student produces texts appropriate to audience, purpose and context
- 3.2 A student structures and sequences ideas and information
- 3.3 A student applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 A student applies knowledge of the culture of Japanese-speaking communities to the production of texts

JAPANESE CONTINUERS HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Speaking task	Mid-Course Examination	Speaking task	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Weeks 4/5	
	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	1.1, 1.2, 1.3, 1.4, 4.1	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening Objective 3 Outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	-	10	-	15	25
Reading Objectives 1 and 3 Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	-	20	-	20	40
Writing Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1	-	5	-	10	15
Speaking Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	10	-	10	-	20
Mark %	10	35	10	45	100

Outcomes:

1. Exchange information, opinions and experiences in Japanese
 - 1.1 A student uses a range of strategies to maintain communication
 - 1.2 A student conveys information appropriate to context, purpose and audience
 - 1.3 A student exchanges and justifies opinions and ideas
 - 1.4 A student reflects on aspects of past, present and future experience
2. Express ideas through the production of original texts in Japanese
 - 2.1 A student applies knowledge of language structures to create original text
 - 2.2 A student composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
 - 2.3 A student structures and sequences ideas and information
3. Analyse, process and respond to texts that are in Japanese
 - 3.1 A student conveys the gist of texts and identifies specific information
 - 3.2 A student summarises the main ideas
 - 3.3 A student identifies the tone, purpose, context and audience
 - 3.4 A student draws conclusions from or justifies an opinion
 - 3.5 A student interprets, analyses and evaluates information
 - 3.6 A student infers points of view, attitudes or emotions from language and context
4. Understand aspects of the language and culture of Japanese-speaking communities
 - 4.1 A student recognises and employs language appropriate to different social contexts
 - 4.2 A student identifies values, attitudes and beliefs of cultural significance
 - 4.3 A student reflects upon significant aspects of language

LEGAL STUDIES HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Task 6	Weighting %
Course Components	Crime: Case Study	Mid Course Examination	Human Rights: Presentation of a contemporary issue	Family: Media file and essay	Trial HSC Examination	
	Term 4 2016 Week 7	Term 1 2017 Weeks 10/11	Term 1 2017 Weeks 9	Term 2 2017 Week 7	Term 3 2017 Weeks 4/5	
	H1, H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H3, 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	
	Knowledge and understanding of course content	10	15	10	5	20
Inquiry and Research	5	-	10	5	-	20
Communication of Legal Studies information, issues and ideas in appropriate forms	5	5	5	5	-	20
Marks %	20	20	25	15	20	100

Outcomes:

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

MATHEMATICS HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test	Mid Course Examination	Class Test	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1, 2017 Week 10/11	Term 2 2017 Week 6	Term 3 2017 Weeks 4/5	
	P6, P7, P8, H2, H6, H7	P2, P3, P4, P5, P6, P7, P8, H2, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H8, H9	P2-P8, H1, H2, H3, H4, H5, H6, H7, H8, H9	
Concepts, skills and techniques	7.5	12.5	15	17.5	50
Reasoning and communication	7.5	12.5	15	17.5	50
Marks %	15	25	30	35	100

Outcomes:

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

MATHEMATICS GENERAL 1 HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test	Mid Course Examination	Focus Study	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Weeks 10/11	Term 2 2017 Week 8	Term 3 2017 Weeks 4/5	
	MG1H1, MG1H2, MG1H3, MG1H6, MG1H9 and MG1H10	MG1H1, MG1H2, MG1H3, MG1H4, MG1H5, MG1H6, and MG1H 9	MG1H1, MG1H2, MG1H3, MG1H4, MG1H5, MG1H6, MG1H7, MG1H9 and MG1H10	All Outcomes	
Concepts, skills and techniques	10	15	15	15	55
Reasoning and communication	5	10	15	10	45
Marks %	15	25	30	25	100

Outcomes:

- MG1H1 A student uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H2 A student analyses representations of data in order to make predictions
- MG1H3 A student makes predictions about everyday situations based on simple mathematical models
- MG1H4 A student analyses simple two dimensional and three dimensional models to solve practical problems
- MG1H5 A student interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- MG1H6 A student makes informed decisions about financial situations likely to be encountered post-school
- MG1H7 A student develops and carries out simple statistical processes to answer questions posed
- MG1H8 A student solves problems involving uncertainty using basic counting techniques
- MG1H9 A student chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- MG1H10 A student uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
- MG1HVA A student appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

MATHEMATICS GENERAL 2 HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Test	Mid Course Examination	Focus Studies Test	Trial HSC Examination	
	Term 4 2017 Week 8	Term 1 2017 W10/11	Term 2 2017 Week 8	Term 3 2017 Week 4/5	
	MG2H3, MG2H9, MG2H10	MG2H1, MG2H2, MG2H3, MG2H4, MG2H5, MG2H6, MG2H7, MG2H8, MG2H9, MG2H10	MG2H1, MG2H2, MG2H3, MG2H4, MG2H5, MG2H7, MG2H9, MG2H10	All Outcomes	
Concepts, skills and techniques	10	15	15	15	55
Reasoning and communication	5	15	10	15	45
MARKS %	15	30	25	30	100

Outcomes:

- MG2H1 A student uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MG2H2 A student analyses representations of data in order to make inferences, predictions and conclusions
- MG2H3 A student makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
- MG2H4 A student analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non right-angled triangles
- MG2H5 A student interprets the results of measurements and calculations and makes judgments about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
- MG2H6 A student makes informed decisions about financial situations, including annuities and loan repayments
- MG2H7 Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
- MG2H8 A student solves problems involving counting techniques, multistage events and expectation
- MG2H9 A student chooses and uses appropriate technology to locate and organise information from a range of contexts
- MG2H10 A student uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response
- MG2HVA A student appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

MATHEMATICS EXTENSION 1 ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test	Mid Course Examination	Open Book Test	Trial HSC Examination	
	Term 4 2016 Week 10	Term 1 2017 Weeks 10/11	Term 2, 2017 Week 5	Term 3 2017 Weeks 4/5	
	PE3, PE4, HE2, HE7	PE2, PE3, PE4, PE5, PE6, HE2, HE4, HE6, HE7	HE3, HE4, HE5, HE6, HE7	PE2, PE3, PE4, PE5, PE6, HE2, HE3, HE4, HE5, HE6, HE7	
Concepts, skills and techniques	5	15	10	20	50
Reasoning and communication	5	15	10	20	50
Marks %	10	30	20	40	100

Outcomes:

- PE1 A student appreciates the role of mathematics in the solution of practical problems
- PE2 A student uses multi-step deductive reasoning in a variety of contexts
- PE3 A student solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
- PE4 A student uses the parametric representation together with differentiation to identify geometric properties of parabolas
- PE5 A student determines derivatives which require the application of more than one rule of differentiation
- PE6 A student makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations
- HE1 A student appreciates interrelationships between ideas drawn from different areas of mathematics.
- HE2 A student uses inductive reasoning in the construction of proofs
- HE3 A student uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
- HE4 A student uses the relationship between functions, inverse functions and their derivatives
- HE5 A student applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 A student determines integrals by reduction to a standard form through a given substitution
- HE7 A student evaluates mathematical solutions to problems and communicates them in an appropriate form

MATHEMATICS EXTENSION 2 ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Weighting %
	Mid Course Examination	Open Book Test	Trial HSC Examination	
	Term 1 2017 Week 10/11	Term 2 2017 Week 6	Term 3 2017 Weeks 4/5	
	E2, E3, E6	E2, E3, E6	All outcomes	
Concepts, skills and techniques	18	10	22.5	50
Reasoning and communication	17	10	22.5	50
Marks %	35	20	45	100

Outcomes:

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

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METALS AND ENGINEERING HSC ASSESSMENT 2016-17

Assessment Events for Certificate I in Engineering MEM10105		Event 5	Event 6	Event 7	Holistic Event	Mid Course Examination *	Trial HSC Examination *	Work Placement 2*
		Routine Workshop Operations	Manual Production	Engineering Major Work				
		Term 2 2017 Week 3	Term 3 2017 Week 7	Term 3 2017 Week 9	Ongoing	Term 1 2017 Week 10/11	Term 3 2017 Weeks 4/5	Term 4 2016 Weeks 5/6
Code	Unit of Competency							
MEM 14004A	Plan to undertake a routine task	X						
MEM 18801C	Use hand tools	X						
MEM 18002B	Use power tools/hand held operations	X						
MEM 03001B	Perform manual production assembly		X					
MEM 03003B	Perform sheet and plate assembly		X					
MEM1 5024B	Apply quality procedures			X				
MEM 15002A	Apply quality systems			X				
MEM 16007A	Work with others in an manufacturing, engineering or related environment							

Depending on the achievement of units of competency, the possible qualification outcome is Certificate I in Engineering MEM10105 or a Statement of Attainment towards Certificate I in Engineering MEM10105.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

MODERN HISTORY HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Source Analysis	Research Task & in class essay	Mid Course Examination	Oral Presentation	Research Task	Trial HSC Examination	
	Term 4 2016 Week 9	Term 1 2017 Week 7	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H1. 1, H1.2, H3.3, H3.4, H4.1	H1.2, H2.1, H3.2, H3.5, H4.2	H1.1, H1.2, H3.3, H3.4, H4.1	H1.2, H3.1, H3.2, H3.4, H4.2	H1.2, H2.1, H3.4, H3.5, H4.2	H1.1, H1.2, H2.1, H3.3, H3.4, H4.1, H4.2	
Knowledge and understanding of content	5	5	5	-	5	20	40
Source-based skills	5	-	5	-	-	10	20
Historical inquiry and research	-	-	5	5	5	5	20
Communication of historical understanding in appropriate forms	-	5	5	5	5	-	20
Marks %	10	10	20	10	15	35	100

Outcomes:

- H1.1 A student describes the role of key features, issues, individuals, groups and events of selected twentieth century studies
- H1.2 A student analyses and evaluates the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 A student explains forces and ideas and assesses their significance in contributing to change and continuity during the twentieth century
- H3.1 A student asks relevant historical questions
- H3.2 A student locates, select and organise relevant information from different types of sources
- H3.3 A student analyses and evaluates sources for their usefulness and reliability
- H3.4 A student explains and evaluates differing perspectives and interpretations of the past
- H3.5 A student plans and presents the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 A student uses historical terms and concepts appropriately
- H4.2 A student communicates a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

MUSIC 1 HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Weighting %
Course Components	Instrument and its Repertoire Core Musicology Elective 1	Mid Course Examination Core Aural Core Performance Elective 2	20 th and 21 st Century: Core Composition Elective 3	Trial HSC Examination Core Aural Core Performance Elective 1, 2, 3	
	Term 4, 2016 Core Musicology Week 6 Elective 1 Week 9	Term 1, 2017 Core Performance Week 6 Examination Weeks 10/11	Term 2, 2017 Core Composition Week 6 Elective 3 Week 9	Term 3, 2017 Weeks 4/5	
	H2, H5, H6, H10	Will vary depending on elective H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Will vary depending on chosen elective H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Core Performance	-	5	-	5	10
Core Composition	-	-	10	-	10
Core Musicology	10	-	-	-	10
Core Aural	-	10	-	15	25
Elective 1	10	-	-	5	15
Elective 2	-	10	-	5	15
Elective 3	-	-	10	5	15
Marks %	20	25	20	35	100

Outcomes:

Through activities in performance, composition, musicology and aural:

- H1 A student performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 A student reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 A student improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 A student articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 A student critically evaluates and discusses performances and compositions
- H6 A student critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 A student understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 A student identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 A student performs as a means of self-expression and communication
- H10 A student demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 A student demonstrates a willingness to accept and use constructive criticism

MUSIC 2 HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Course Components	Australian Music of the Last 25 years: Core Performance In Class Essay (Core Musicology)	Australian Music of the Last 25 years: Development of Core Composition (Stage 1)	Australian Music of the Last 25 years: Mid Course Examination Aural and Musicology Exam Sight singing Elective Component	Core Composition (Stage 2)	Trial HSC Examination Core Performance Elective 1 Sight singing Musicology and Aural Examination	
	Term 4, 2016 Core musicology Week 7 Performance Week 9	Term 1, 2017 Week 7	Term 1, 2017 Weeks 10/11	Term 2, 2017 Week 8	Term 3, 2017 Weeks 4/5	
	H1, H2, H5, H6, H7, H9	H3, H4, H6, H8, H11, 12	Will vary depending on elective H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H3, H4, H6, H8, H11, H12	Will vary depending on chosen elective H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, 12	
Core Performance	10	-	-	-	10	20
Core Composition	-	10	-	10	-	20
Core Musicology	10	-	5	-	5	20
Core Aural	-	-	10	-	10	20
Elective	-	-	10	-	10	20
Marks %	20	10	25	10	35	100

Outcomes:

- H1 A student performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 A student demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols reflecting those characteristically used in the mandatory and additional topics
- H3 A student composes works focusing on a range of concepts, for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 A student stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 A student analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 A student discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 A student critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 A student understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 A student identifies, recognises, experiments with, and discusses the uses and effects of technology in music
- H10 A student performs as a means of self expression and communication
- H11 A student demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 A student demonstrates a willingness to accept and use constructive criticism

PDHPE HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Research & Presentation	Research and Health Promotion Presentation	Mid Course Examination	Options Research & Presentation	Trial HSC Examination	
	Term 4 2016 Week 8	Term 1 2017 Week 4	Term 1 2017 Weeks 10/11	Term 2 2017 Week 10	Term 3 2017 Weeks 4/5	
	H7, H8, H9, H10, H17	H1, H2, H3, H4, H5, H14, H15	All outcomes	H8, H13, H16	All outcomes	
Knowledge and understanding of - factors that affect health - the way the body moves	5	5	10	10	10	40
Skills in: - influencing personal and community health - taking action to improve participation and performance in physical activity	5	5	5	5	10	30
Skills in critical thinking research and analysis	5	5	5	5	10	30
Marks %	15	15	20	20	30	100

Outcomes:

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

PHYSICS HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical planning	Mid Course examination	Secondary sources research	Portfolio	Trial HSC examination	
	Term 4 2016 Week 5	Term 1 2017 Weeks 10/11	Term 2 2017 Week 8	Term 3 2017 Week 1	Term 3 2017 Weeks 4/5	
	H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H12, H13, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16	
Knowledge and understanding	-	10	-	-	30	40
Planning and conducting first hand investigations	30	-	-	-	-	30
Scientific thinking, problem solving and communication	-	5	10	15	-	30
Marks %	30	15	10	15	30	100

Outcomes:

- H1 A student evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 A student analyses the ways in which models, theories and laws in physics have been tested and validated
- H3 A student assesses the impact of particular advances in biology on the development of technologies
- H4 A student assesses the impacts of applications of physics on society and the environment
- H5 A student identifies possible future directions of physics research
- H6 A student explains events in terms of Newton's laws, law of conservation of momentum and relativity
- H7 A student explains the effects of energy transfers and energy transformations
- H8 A student analyses wave interactions and explains the effect of those interactions
- H9 A student explains the effects of electric, magnetic and gravitational fields
- H10 A student describes the nature of electromagnetic radiation and matter in terms of the particles
- H11 A student justifies the appropriateness of a particular investigation plan
- H12 A student evaluates ways in which accuracy and reliability could be improved in investigations
- H13 A student uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 A student assesses the validity of conclusions from gathered data and information
- H15 A student explains why an investigation is best undertaken individually or by a team
- H16 A student justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

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RETAIL SERVICES HSC ASSESSMENT 2016-17

Assessment Events for Certificate II in Retail Services SIR20212		Event 4	Event 5	Event 6	Event 7	Mid Course Examination *	Work Placement 2*	Trial HSC Examination *
		Window Dressing	Tech, Stock and Theft	Product and Services	Retail Finance dollars			
		Term 4 2016 Weeks 9/10	Term 1 2017 Week 6	Term 2 2017 Week 6	Term 3 2017 Week 8			
Code	Unit of Competency							
SIRXMER 201	Merchandise products	X						
SIRXMER 202	Plan, create and maintain displays	X						
SIRXICT 001A	Operate retail technology		X					
SIRXINV 001A	Perform stock control procedures		X					
SIRXRSK 201	Minimise loss		X					
SIRXSLS 002A	Advise on products and services			X				
SIRXSLS 201	Sell products and services			X				
SIRXFIN 002A	Perform retail finance duties				X			

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Retail Services SIR20212 or a Statement of Attainment towards a Certificate II in Retail Services SIR20212.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and/or BOSTES reporting requirements.

***Selected units only to be confirmed by your teacher.**

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

SENIOR SCIENCE HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Open Ended Investigation	Mid Course Examination	Practical Exam	Trial HSC Examination	
	Term 4 2016 Week 4	Term 1 2017 Weeks 10/11	Term 2 2017 Week 5	Term 3 2017 Weeks 4/5	
	H8, H11, H12, H13	All outcomes	H8, H9, H11, H12,	All outcomes	
Knowledge & understanding	5	10	5	20	40
Skills First hand investigations	5	5	15	5	30
Skills Scientific thinking and problem solving	15	5	5	5	30
Marks %	25	20	25	30	100

Outcomes:

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

SLR HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Weighting %
Course Components	Skill based assessment	Mid Course Examination	Skill based assessment	Skill based class presentation	
	Term 4 2016 Week 9	Term 1 2017 Weeks 10/11	Term 2 2017 Week 9	Term 3 2017 Week 1	
	1.1, 1.3, 2.1, 4.2,	1.2, 2.1, 2.2	1.1, 3.1, 3.4, 4.2, 4.4	1.2, 2.3	
Knowledge and understanding	10	10	10	20	50
Skills	20		20	10	50
Marks %	30	10	30	30	100

Outcomes:

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

TEXTILES AND DESIGN HSC ASSESSMENT 2016-17

Course Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	MTP project plan	Mid Course Examination	Investigation of Designer Culture	End use application and experimentation	Trial HSC Examination	
	Term 4, 2016 Week 4	Term 1, 2017 Week 10/11	Term 1, 2017 Week 3	Term 2, 2017 Week 9	Term 3, 2017 Week 4/5	
	H1.1, H1.2, H2.1, H2.2, H4.1, H4.2	H1.3, H2.1, H3.1, H3.2, H5.2, H6.1	H6.1, H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	H1.3, H2.1, H3.1, H3.2, H5.2, H6.1	
Knowledge and understanding of textiles and the textile industry	-	15	10	10	15	50
Skills in design, Manipulation, experimentation analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	10	-	-	40	-	50
Marks %	10%	15%	10%	50%	15%	100%

Outcomes:

- H1.1 A student critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
- H1.2 A student designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
- H1.3 A student identifies the principles of colouration for specific end-uses
- H2.1 A student communicates design concepts and manufacturing specifications to both technical and non-technical audiences
- H2.2 A student demonstrates proficiency in the manufacture of a textile item/s
- H2.3 A student effectively manages the design and manufacture of a Major Textiles Project to completion
- H3.1 A student explains the interrelationship between fabric, yarn and fibre properties
- H3.2 A student develops knowledge and awareness of emerging textile technologies
- H4.1 A student justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses
- H4.2 A student selects and justifies manufacturing techniques, materials and equipment for a specific end-use
- H5.1 A student investigates and describes aspects of marketing in the textile industry
- H5.2 A student analyses and discusses the impact of current issues on the Australian textiles industry
- H6.1 A student analyses the influence of historical, cultural and contemporary developments on textiles

VISUAL ARTS HSC ASSESSMENT 2016-17

	Task 1	Task 2	Task 3	Task 4	Weighting %
Course Components	Part A - Art Criticism Part B - Art Making	Part A - Art Making Part B - Mid Course Examination	Part A - Art Making Part B - Art Criticism	Part A - Art Making Part B - Trial HSC Examination	
	Term 4 2016 Part A Week 6 Part B Week 9	Term 1 2017 Part A Week 3 Part B Weeks 10/11	Term 2 2017 Part A Week 2 Part B Week 9	Term 3 2017 Part A Week 1 Part B Weeks 4/5	
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Artmaking	15	10	10	15	50
Art Criticism and Art History	10	15	10	15	50
Marks %	25	25	20	30	100

Outcomes:

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

HSC Assessments 2016-17 - Port Macquarie Campus

Term 4 2017	
Week 1	
Week 2	
Week 3	
Week 4	Senior Science, Textiles
Week 5	Physics
Week 6	Music 1, Visual Arts
Week 7	Engineering Studies, Geography, Legal Studies, Music 2
Week 8	Agriculture, VET Construction, English (Advanced), English (Standard), History Extension, Industrial Technology, Japanese (Beginners and Continuers), Mathematics (General 1 and General 2), PDHPE
Week 9	Ancient History, Biology, Chemistry, CAFS, English Studies, English (Extension 1), Food Technology, Mathematics, Modern History, Music 1, Music 2, VET Retail, SLR, Visual Arts
Week 10	Business Studies, Drama, VET Hospitality, Mathematics (Extension 1), VET Retail,

Term 1 2017	
Week 1	
Week 2	English (Extension 2)
Week 3	Food Technology, History Extension, Textiles, Visual Arts
Week 4	Ancient History, CAFS, PDHPE
Week 5	
Week 6	English (Advanced), English (Standard), English Studies, Music 1, VET Retail
Week 7	VET Construction, VET Entertainment, VET Hospitality, Modern History, Music 2
Week 8	Drama, English (Extension 1), English (Extension 2), Food Technology, Industrial Technology, Legal Studies
Week 9	Assessment free period
Week 10	Mid Course Examinations
Week 11	

Term 2 2017	
Week 1	
Week 2	Visual Arts
Week 3	Drama, VET Metals and Engineering
Week 4	English Studies
Week 5	Biology, Chemistry, CAFS, English (Advanced), English (Standard), Geography, Japanese (Beginners and Continuers), Mathematics (Extension 1), Modern History, Senior Science
Week 6	Agriculture, Ancient History, Mathematics, Mathematics (Extension 2), Music 1, VET Retail
Week 7	English (Extension 2), VET Entertainment, Legal Studies
Week 8	Engineering Studies, English (Extension 1), Mathematics (General 1 and General 2), Music 2, Physics
Week 9	Business Studies, VET Hospitality, Music 1, SLR, Textiles, Visual Arts
Week 10	Ancient History, Biology, Chemistry, Drama, History Extension, Modern History, PDHPE

Term 3 2017	
Week 1	Agriculture, English (Advanced), English (Standard), Geography, Industrial Technology, Physics, SLR, Visual Arts
Week 2	Assessment free period
Week 3	
Week 4	
Week 5	Trial HSC Examinations
Week 6	English Studies
Week 7	VET Entertainment, VET Hospitality, VET Metals and Engineering
Week 8	VET Construction, VET Retail
Week 9	VET Metals and Engineering
Week 10	

