



Assessment Booklet

Year 12

2017

Table of Contents

Introduction

The Role of Assessment Tasks in the Higher School Certificate

Why have a School Assessment Mark?

Moderation

Rules Concerning Official Assessment Tasks and Appeals

Official Assessment Tasks: Student's Rights

School Committee of Review

Official Assessment Tasks: Student's Responsibilities

Ranking: What Will Students be Told?

What Can Students Do if Their Ranking Does Not Match Up With What They Expected?

Absences from School

Behaviour and Application to Work

Certification of Major Works

GLOSSARY

GLOSSARY OF KEY WORDS

Assessment Schedules

Introduction

School Assessments are a compulsory and integral part of Senior School life. This booklet has been prepared for our Senior students so that they will have thorough understanding of their responsibilities and of the various procedures associated with official Assessment Tasks.

Official Assessment Task requires students and teacher to follow guidelines to the letter. These guidelines are determined by the Board of Studies in New South Wales and are compulsory for all HSC candidates in the State. It is vital that students consult this assessment handbook, as well as the assessment calendar.

Students should remember that on-going assessment (essays, texts, etc.) remains the basis for senior study. It is important not to just concentrate on official assessment tasks to the exclusion of general work. Normal class work underpins the Assessment Programme and is the main way to prepare for the HSC

The Role of Assessment Tasks in the Higher School Certificate

The moderated school's assessment mark (see moderation) and the external examination mark (for Board-Determined Courses only) are recorded separately on the Higher School Certificate.

Why Have a School Assessment Mark?

There has been a good deal of worry over a few years now that there has been too much emphasis on performance in a single examination. Assessing students over their whole course would seem to be fairer because of the variety of tasks that can be assessed:

The Board of Studies also uses the school assessment mark if a student, through illness and/or misadventure, is disadvantaged or unable to take any HSC examination.

Essays, reports, research, creative projects, examinations, oral presentations, group work, literature searches, practical work, periodic tests, seminars, etc.

Moderation

If Universities, Colleges and Employers are going to value the Assessment, then they will have to be confident that a mark means the same from any school. This is so with state wide exam marks, but Assessments will be calculated using different tests, exams and so on at different schools, producing sets of marks which cannot be compared. The Assessments from all schools will have to be put on the same scale. This process is called Moderation.

Rules Concerning Official Assessment Tasks and Appeals

1. **All Assessment tasks** will be given at least 2 weeks notice and must be submitted/attended on the date stipulated. Assessments will be typed, indicating outcomes/descriptors being assessed and marking criteria/or marking scheme.
2. **Hand in tasks:** - If hand in assessment tasks are late a penalty of 10% per day of the total marks for the task will be deducted to a total of 5 days (including weekends). Assessments are not to be emailed to teachers unless specifically directed by the class teacher. Technology malfunction will not be accepted as a reason for appeal.

3. **Personal presentation tasks:** - e.g. Experiments, orals, examinations in class tasks. For these assessments the whole task is considered due on the first day of the presentation with no 5 day period applicable.
4. **Failure to submit** – in cases where a student fails to hand in an assessment task at all, a zero mark will be recorded. The assessment task however, must still be completed to satisfy the requirements of the course. If this occurs for more than 50% of assessment tasks, the student will be deemed to have failed to complete the course. In this case neither an assessment mark nor an examination mark will appear on the HSC. This could mean that the student cannot receive an HSC because of failure to satisfy sufficient units.
5. **If students are away** on the **day prior** to an assessment task or **late (after P.1.) on the day** of an assessment task a medical certificate is required to be submitted with an Appeal Form. On occasion a non-medical explanation of a serious nature may be accepted. The Curriculum Co-ordinator will be the arbiter of whether the appeal is upheld in consultation with the teacher and KLA Co-ordinator. A copy of the decision will be given to the student, KLA Co-ordinator, teacher and Year co-ordinator via email.
6. **Appeal Forms** can be collected from the Staff Room if there is reason to appeal. A student must collect an appeal form within 48 hours of the due date or on their immediate return to school, whichever comes first. The completed form is to be given to the subject teacher or the KLA co-ordinator for the subject. If both are absent another KLA co-ordinator will collect the form (sign and date) and pass on to the appropriate person. After consideration of the appeal the Curriculum Co-ordinator will finalise the application and notify relevant parties.
7. **Designated practical work** must be completed and excursions/field trips/retreats where applicable, must be attended.
8. **Own work** – students are expected to produce work that is entirely their own. Any unacknowledged use of another author or of another student’s material will be viewed as a serious breach of HSC requirements. A bibliography and the notation of sources used, are required in most assessment tasks and will be discussed with students when the assessment task is distributed. A maximum penalty of 10% can be deducted from assessments for lack of required referencing.
9. **Malpractice** – any case of proven dishonesty or of non-compliance with exam procedures will be referred to the School Committee of Review. Such cases will be regarded as being very serious breaches of College and HSC rules and be dealt with accordingly.
10. **Interference with other students** – students must under no circumstances interfere with the progress of others eg. in a group work or in the use of resources.
11. **The subject teacher will record all submissions of assessment tasks.** The students must personally hand in every assessment to the applicable subject teacher. Assessments are not to be left in pigeonholes, with other teachers or given to other students to hand in.
12. **For special projects** such as Personal Interest Projects (P.I.P.’s) or Interest Study Project (I.S.P.’s) a due date will be set which will be the final date to submit these assessments.
13. When students enrol late in the year every effort will be made to provide substitute assessment tasks for completion. If this is not possible the School Committee of Review will decide on any estimate mark awarded based on work achieved over the year and the student’s rank.
14. All of the above rules apply to in class assessment tasks as well as assessment tasks completed outside the classroom.

Official Assessment Tasks: Students' Rights

- To be informed of the type, number, weight and timing of tasks in both Year 11 and 12. (This information is found for each subject in this Assessment Handbook).
- To be informed in writing at least two weeks in advance of the exact nature and exact time of each specific task. (This information could be given to students in either or both of the following ways:
 - by written notification given to students in class
 - by notification on the Assessment Calendar
- To appeal against the award of a zero mark or for special consideration under extreme circumstances.
- To be informed of their rank in each subject
 - on each Assessment Task
 - on a cumulative basis by means of School Reports

School Committee of Review

This Committee consists of the Assistant Principal, relevant teacher and KLA Co-ordinator together with the Curriculum Co-ordinator, and/or other(s) nominated by the Principal.

This Committee will decide whether:

- the zero mark will stand
- a task submitted late can be accepted
- an extension of time is granted
- a substitute task may be set
- an estimate mark is awarded (this applies only in exceptional circumstances)
- another course of action is warranted.

The decisions of this committee are final.

Official Assessment Tasks: Student's Responsibilities

- To find out what Assessment Tasks are to be in each subject.
- To find out when each Assessment Task is to be held. (If a student is absent, it is his/her responsibility to find out if notification of an Assessment Task has been given during their absence.)
- To observe appropriate examination procedures.
- To hand Assessment Tasks in on time.
- To **personally** hand Assessment Tasks to the designated teacher.
- To follow appeal procedures as outlined above.
- To make up any assessment task missed **immediately** on returning to school with the appeals form **completed** and appropriate documentation attached. The acceptance or not of the appeal will then be advised.

Ranking: What Will Students be Told?

During the senior years students will be periodically made aware of their ranking (place in order of merit) in the various subjects. In this way it is hoped that students will gain a realistic view of what their eventual HSC may be like. They must remember though that the actual marks awarded **may not be an accurate reflection of the marks, which eventually appear on the HSC because the Board will perform various statistical processes with the marks we send in to change them.**

After the last HSC exam, the Board of Studies will inform students of their order of merit in the Assessment. Their final order of merit will appear on their final report.

What Can Students Do if Their Ranking Does Not Match Up With What They Expected?

Students are able to request a review of their Assessment ranking if they consider the school's order of merit for a particular course is not consistent with their expectations on the basis of their performance on Assessment tasks. However, it is important candidates (and parents) are aware of the following:

1. Marks for individual tasks can only be reviewed when the task is returned to the student.
2. A review may only be requested if a student "considers that the school's order of merit for a particular course is not consistent with his/her expectations on the basis of performance on Assessment task."
3. The Board has specifically stated "that teacher's judgement of the worth of individual Assessment tasks, as reflected in the mark or grade awarded, will not be subject of review as part of this process. **Essentially it will be a review of the clerical process involved in arriving at your ranking.**

This review will be carried out by a separate committee made up according to the Principal's direction.

Absences from School

The Board of Studies gives guidelines for student attendance at school. A student must satisfy these guidelines in order to sit for the Higher School Certificate.

If there is concern about the number of days absent, unexplained absences or an unusual pattern of attendance, then the first of two warning letters signed by the Principal are sent home. If there is no improvement, the Principal will recommend that the student has not satisfactorily completed course requirements for the HSC.

Behaviour and Application to Work

A student's behaviour and application to work should be such that the Principal is satisfied that the student has completed course requirements. If there is concern about either or both of these, then a letter expressing concern will be sent home.

If there is no improvement, then the first of 2 official warning letters will be sent home. This can result in a student not being able to sit for the HSC.

GLOSSARY

Accountability	A teacher's and school's responsibility to fulfil obligations to school authorities, relevant Boards and the school community.
Accuracy	Assessment Marks will be deemed accurate if they reflect the weighting specified by the Board, have been obtained by the school in accordance with procedures specified in the School's Assessment Program, if the weighting used for the various Assessment Tasks are consistent with those specified in the School's Assessment Program and if there are no computational or clerical errors in the determination of the mark.
Appeal	Students will have the right to appeal to the Board if dissatisfied with the result of a review by the School, of that student's Assessment. The Board will judge student's Assessment. The Board will judge whether procedures followed by the school complied with Board policy and will, if necessary, request a further by the school, using proper criteria. This further review will involve staff who were not part of the original Assessment review.
Assessment	A measure of a student's achievement relative to that of others forwarded to the Board by schools and recorded on each student's Higher School Certificate.
Assessment Calendar	The approximate timing of assessment tasks is outlined in the subject guides. It is the student's responsibility to check the Assessment Calendar to determine the exact date of any assessment task. Students may expect 2 weeks notice of an Assessment task.
Atypical Student	The approximate timing of assessment tasks is outlined in the subject guides who has an attribute that places him or her outside the norm.
Component	An element of a syllabus to be assessed.
Confidentiality	The maintenance of privacy of students, results for Assessment tasks, and of the Assessment mark. The Assessment mark must not be given by the school to any other student. (In general, a scatter sheet will be posted to indicate rank order in a course. This will not involve the use of students' names.
Disability	A disability may occasionally prevent a student from performing at his or her best for a particular task. Application for special consideration should be made to the Year Coordinator in such cases.
Discriminate	Assessment tasks need to produce results that reflect the relative abilities and performance of students.
Mean	Average mark.
Meaningful Feedback	Information to students following Assessment tasks that: a. indicate rank order, and b. suggest ways in which students might improve their performance
Moderation	Adjustment of the Assessment mark to a common scale for all schools in order to achieve state wide comparability.
Rank Order	Position in group, e.g. first, second, third, etc.
Raw Mark	Numerical score achieved in a test.

Relative Weighting	Total marks allocated to one task in comparison to others.
Review	Students may request a review of their Assessments if their position in the school's order-of-merit differs significantly from expectations derived from feedback on their performance Assessment tasks throughout the course. The review will be based on procedures for determining the final Assessment mark, not on the worth of the Assessment tasks.
Standardisation	Statistical process that alters marks to a set mean without altering rank order.
Task	Any activity (test, experiment, excursion, etc.) that is used to assess students.
Valid	Assessment tasks are valid if they reflect the component weighting in the Subject Guides.
Years 11 & 12	In all subjects, the total value of assessment tasks will be greater in Year 12 than those in Year 11.

GLOSSARY OF KEY WORDS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement of the value of
Assess	make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically/ (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of

Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Ancient History

Course: H.S.C
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	40
B	Source based skills	20
C	Historical inquiry and research	20
D	Communication of historical understanding	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H3.1, H3.2 H3.3, H4.1	Pompeii and Herculaneum Source Analysis	5	20			25
Term 1 Exam block	H1.1, H2.1, H3.1, H4.2	New Kingdom Egypt and the Death of Thutmose IV Knowledge, research and communication	5		10	10	25
Term 2 Week 9	H1.1, H3.1, H3.4, H3.6 H4.1, H4.2	Hatshepsut Research & communication			10	10	20
Term 3 Trial Examination	H1.1, H2.1, H3.3, H3.4, H4.1, H4.2	TRIAL EXAM Knowledge & understanding	30				30
		TOTAL	40	20	20	20	100

Biology

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research & development in biology cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	40
B	Skills in first hand investigations	30
C	Problem Solving, Scientific Thinking and Communication	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 8	H2, H6, H11, H12, H13, H14, H15	Open-Ended Investigation and Practical		30		30
Term 1 Week 2	H1, H3, H4, H5, H6, H7, H8, H9, H10, H13, H14, H16	Research Task	5		15	20
Term 1 (Exam Block)	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11-H16	Exam	10		10	20
Term 3 (Trials)	H1 – H16	Trial HSC Exam	25		5	30
		TOTAL	40	30	30	100

Business Studies

Course: H.S.C.
Assessment Period: 2017

OUTCOMES

The student:

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

HSC COURSE

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20
Total		100

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H2, H5, H8, H9	In-class Business Report - Operations	10	5		5	20
Term1 Exam Block	H2, H3, H4, H5, H9, H10	Half-Yearly Examination - Operations and Marketing	10	5	5	5	25
Term 2 Week 9	H4, H6, H7, H8, H9	Research and In-class Response - Finance	10		10	5	25
Term 3 Week 3	H1, H2, H3, H4, H5, H6, H8, H9, H10	Trial HSC Examination	10	10	5	5	30
		TOTAL	40	20	20	20	100

Community and Family Studies

Course: H.S.C
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

- A** Knowledge and understanding of how the following impact on wellbeing:
 - resource management; positive relationships; range of societal factors
- B** Skills in:- applying management processes to meet the needs of individuals, groups, families and communities; planning to take responsible action to promote wellbeing
- C** Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term Week	Outcomes	Task	A	B	C	Weight
Term 4 Week 10	H4.1,4.2	IRP Research Methodology	5	5	20	30
Term 1 Exam Block	H1.1,2.2,2.3,3.1, H3.3,4.1,.4.2,5.1,6.2	Groups In Context In class task	10	5	5	20
Term 2 Week 6	H2.1,2.2,2.3,3.2, H3.4,5.1,5.2,6.1	Parenting & Caring Independent Task	10	5	5	20
Term 3 Exam Block	H1.1,2.1,2.2,2.3,3.1,3.2,3.3, 3.4,4.1,4.2,5.1,5.2,6.1,6.2	HSC trial All Areas	15	10	5	30
		TOTAL	40	25	35	100%

Chemistry

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry atomic structure, periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry	40
B	Open-ended Investigations and practicals	30
C	Problem Solving, data analysis and communicating information and understanding	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 9	H1, H3, H4, H5, H13, H16	Production of Materials Exam			10	10
Term 1 (Exam block)	H2, H6, H9, H10	Half Yearly Examination	10			10
Term 2 Week 5	H7, H8, H10, H11, H12, H14, H15	Practical		30		30
Term 2 Week 9	H2, H7, H8, H9, H10, H14	Problem solving			20	20
Term 3 (Trials)	H1 – H16	Trial	30			30
		TOTAL	40	30	30	100

Design & Technology

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	Evaluates the impact of design and innovation on society and the environment.
H3.1	Analyses the factors that influence innovation and the success of innovation
H3.2	Uses creative and innovative approaches in designing and producing
H4.1	Identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	Selects and uses resources responsibly and safely to realise a quality major design project
H4.3	Evaluates the processes undertaken and the impacts of the major design project
H5.1	Manages the development of a quality design project
H5.2	Selects and uses appropriate research methods and communication techniques
H6.1	Justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	Critically assess the emergence and impact of new technologies, and the factors affecting their development

COMPONENTS

WEIGHTINGS

A	knowledge & skills in: Innovation and Emerging Technologies	40
B	Designing and Producing	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 6	H4.1 H4.2	Presentation on Major Design Project		20	20
Term 1 Week 4	H2.2 H3.1 H6.2	Case Study	15		20
Term 1 Exam Block	H1.1 H1.2 H2.1 H2.2 H3.1 H6.2	Half Yearly Examination	10		20
Term 3 Week 5	H4.3 H5.1 H5.2 H6.1	Major Design Project Work		40	20
Term 3 Week 3	H1.1 H2.2 H1.2 H2.1 H3.1 H6.2	Trial HSC	15		20
		TOTAL	40	60	100

Drama

Course: H.S.C.
 Category: A
 Assessment Period: 2017
OUTCOMES

Code	Descriptor
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.4	Collaborates effectively to produce a group- devised performance
H1.5	demonstrates directorial skills
H1.6	Records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H 1.8	Recognizes the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	Demonstrates effective performance skills
H2.2	Uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H 2.5	Appreciates a high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

COMPONENTS

WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Studying	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 9	H1.2, H1.3, H1.5, H1.7, H2.3 H2.4, H3.1, H3.3, H3.4, H3.5	1. Contemporary Australian Theatre Performance Essay	5	10	5	20
Term 1 Week 9	H1.1, H1.3, H1.7, H2.4, H3.1, H3.3, H3.4, H3.5	2. Verbatim to Theatre Performance + Report	5	10	5	20
Term 4 Week 6 Term 1 Week 2 Term 2 Week 10	H1.3, H1.5, H1.7, H1.9, H2.1, H2.4, H2.2., H2.3	4. Individual Project	15	5		20
Term 2 Week 5 Term 2 Week 10	H1.1, H1.3, H1.4, H1.6, H1.8, H1.9, H2.1, H2.2., H2.3, H2.4	3. Group Project	15	5		20
Term 3 Week 4	H3.1, H3.2, H3.3, H3.4, H3.5	4. Trial Exam			20	20
		TOTAL	40	30	30	100

Economics

Course: HSC
Category: A
Assessment Period: 2017

OUTCOMES

The student:

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

HSC COURSE

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

COMPONENTS	WEIGHTINGS
A Knowledge and understanding of course content	40
B Stimulus-based skills	20
C Inquiry and research	20
D Communication of business information, ideas and issues in appropriate forms	20
Total	100

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 9	H1, H2, H3, H4, H7, H10, H11, H12	Research Task: The Global Economy	5		10	5	20
Term 1 Exam Block	H1, H3, H4, H7, H10, H11, H18	Half-Yearly Examination - Topics 1 & 2	10	10		5	25
Term 2 Week 8	H1, H2, H4, H5, H6, H7, H8, H10, H12	Research and In-class Short answer Responses - Economic Issues	10		10	5	25
Term 3 Week 3	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	Trial HSC Examination	15	10		5	30
		TOTAL	40	20	20	20	100

English (Advanced)

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
H1	explains and evaluates the effects of different contexts of responders and composers on texts
H2	explains relationships among texts
H2A	recognises different ways in which particular texts are valued
H3	develops language relevant to the study of English
H4	explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses
H5	explains and evaluates the effects of textual forms, technologies and their media of production on meaning
H6	engages with the details of text in order to respond critically and personally
H7	adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts
H8	articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
H9	evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas
H10	analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts
H11	draws upon the imagination to transform experience and ideas into text demonstrating control of language
H12	reflects on own processes of responding and composing
H12A	explains and evaluates different ways of responding to and composing text
H13	reflects on own processes of learning

COMPONENTS

Area of Study
 Module A
 Module B
 Module C

WEIGHTINGS

40
 20
 20
 20

MODES

A Listening
 B Speaking
 C Reading
 D Writing
 E Viewing/Representing

WEIGHTINGS

15
 15
 25
 30
 15

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Mode					Weight
			A	B	C	D	E	
Term 4 Week 8	H1, 2, 4, 10	Area of Study: Discovery <i>The Awakening</i> – Kate Chopin Essay (in class, non-exam))				5	10	15
Half Yearly Exams	H2,4,7,11	Area of Study: Discovery Reading Task (seen stimulus) Writing Task (prepared response)			5		5	5 5
	H2A, 3, 4, 6,	Module A – Comparative Study of Texts: <i>The poetry of John Donne + W;t</i> Essay	5		5	5		15
Term 2 Week 6	H 2a, 3, 4, 6, 10	Module B - Critical Study of Text <i>A Room of One's Own and Three Guineas</i> Essay	5		5	5		15
Term 3 Week 1	H 5, 7, 9, 12, 12A	Module C – Representation and Text: <i>People and Politics</i> Related Texts Oral		15				15
Term 3 Trials	H1 – 11	Trials – Area or Study Trials – Modules	5		10	5 10		15 15
		TOTAL	15	15	25	30	15	100

English [Extension 1]

Course: H.S.C.
Category: A
Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student :</i>
H1	distinguishes and evaluates the values expressed through texts
H2	explains different ways of valuing texts
H3	composes extended texts
H4	develops and delivers sophisticated presentations

COMPONENTS

A - Knowledge and understanding of complex texts and of how and why they are valued

B - Skills in:

- Complex analysis
- Sustained composition
- Independent investigation

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Components		Weight
			A	B	
Term 1 Week 2	H1, 2, 4	Tutorial Presentation	5	10	15
Term 2 Week 3	H1 - 3	Portfolio: 1) Imaginative Writing and Reflection Statement 2) Essay	5 5	2 ½ 2 ½	15
Term 3 Trials	H1 – 3	Trial HSC Examination	10	10	20
	TOTAL		25	25	50

English [Extension 2]

Course: H.S.C.
Category: A
Assessment Period: 2017

OBJECTIVES

	Descriptor
	<i>A student :</i>
Objective 1	Develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation
Objective 2	Reflects on and documents own process of composition

ASSESSMENT TASKS

Term/ Week	Tasks	Objective 1	Objective 2	TOTAL
Term 4 Week 9	Viva Voce addressing the proposal for the major work	5	5	10
Term 2 Week 8	Report – impact of independent investigation on the development of the Major Work	10	5	15
Term 3 Week 4	Draft Version of the Major Work	10	15	25
	TOTAL	25	25	50

English (Standard)

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
H1	demonstrates an understanding of how relationships between composer, responder, text and context shape meaning
H2	demonstrates understanding of the relationships among texts
H3	develops language relevant to the study of English
H4	describes and analyses the ways in which language forms and features, and how structures of particular texts shape meaning and influence responses
H5	analyses the effect of technology and medium on meaning
H6	engages with the details of texts in order to respond critically and personally
H7	adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts
H8	articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives
H9	assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas
H10	analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences
H11	Draws upon the imagination to transform experience and ideas into text demonstrating control of language
H12	reflects on own processes of responding and composing
H13	reflects on own processes of learning

COMPONENTS

Area of Study
 Module A
 Module B
 Module C

WEIGHTINGS

40
 20
 20
 20

MODES

A Listening
 B Speaking
 C Reading
 D Writing
 E Viewing/Representing

WEIGHTINGS

15
 15
 25
 30
 15

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Mode					Weight
			A	B	C	D	E	
Term 4 Week 8	H 1, 2, 4, 10	Area of Study: Discovery <i>Swallow the Air</i> – Tara June Winch Non-exam style essay				5	10	15
Half Yearly Exams	H 2, 4, 7, 11	Area of Study: Discovery Reading Task (seen stimulus) Writing Task (prepared response)			5		5	5 5
	H 1, 3, 8, 13	Module B – Close Study of Texts The Poetry of Wilfred Owen Essay	5		5	5		15
Term 2 Week 6	H 2, 3, 4, 6	Module A – : Experience Through Language <i>The Shoehorn Sonata</i> Essay	5		5	5		15
Term 3 Week 1	H 5, 7, 9, 12	Module C – Texts and Society: <i>Billy Elliot</i> Oral		15				15
Term 3 Trials	H 1 – 11	Trials – Area or Study Trials – Modules	5		10	5	10	15 15
		TOTAL	15	15	25	30	15	100

Food Technology

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	knowledge & understanding	20
B	research, analysis and communication	30
C	experimentation and preparation	30
D	design, implementation and evaluation	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H1.2 H1.4	AFI, Food manufacture		10			10
Term 1 Exam Block	H1.1 H1.2 H3.1 H4.2 H1.4	Half Yearly Examination	10		10		20
Term 2 Week 6	H1.3 H4.1	Food Product Development		5	15		20
Term 3 Week 2	H2.1 H3.2 H5.1	Nutrition		5		15	20
Term 3 Week 3	H1.1 H3.1 H1.2 H3.2 H1.3 H4.1 H1.4 H4.2 H2.1 H5.1	Trial HSC Exam	10	10	5	5	30
		TOTAL	20	30	30	20	100

Geography

Course: HSC
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	communication of geographical information, ideas and issues in appropriate forms	20
Total		100

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 8	H1, H2,, H5, H12, H13	In class test - Ecosystems at Risk	5	5	5	5	20
Term 1 2017 Exam Block	H1, H2, H5, H6, H7, H10, H11	Half Yearly Examination	10	10		5	25
Term 2 Week 8	H1, H3, H5, H8, H9, H10, H12,, H13	Geographical Inquiry - Urban Places	5		15	5	25
Term 3 2017	H1, H2, H3, H4, H5, H6, H7, H10, H11, H12, H13	Trial HSC Examination	20	5		5	30
		TOTAL	40	20	20	20	100

History Extension

Course: H.S.C
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student develops the skills to :</i>
E1.1	analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
E2.1	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	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
E2.3	constructs an historical position about an area of historical inquiry and discusses and challenges other positions

COMPONENTS

WEIGHTINGS

A	knowledge and understanding of significant historical ideas and processes	20
B	skills in designing, undertaking and communicating historical inquiry: 'The History Project'	80

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1, Term 2	E2.1, 2.2, 2.3	History Project		80	80
Term 3	E1.1, 2.2	Trial Exam: What is History?	20		20
		TOTAL	20	80	100

NB – HISTORY PROJECT TO BE SUBMITTED DAY 1, TERM 3, 2017

Legal Studies

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	60
B	Research	20
C	Communication	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 9	H1, H7, H8, H9, H10	Crime Research/ In class essay	10	5	5	20
Term 1 Exam Block	H2, H3, H4, H7, H8, H9	Examination Crime/Human Rights	20		5	25
Term 2 Week 7	H2, H3, H4, H5, H6, H7, H8, H9	Family Law Research/ In class essay	10	15	5	25
Term 3 Trial Examination	H1, H2, H3, H4, H5, H6, H7, H9, H10	Examination	20		5	30
		TOTAL	60	20	20	100

Mathematics 2 Unit

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
P1	demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2	provides reasoning to support conclusions which are appropriate to the context
P3	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4	chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
P5	understands the concept of a function and the relationship between the function and its graph
P6	relates the derivative of a function to the slope of its graph
P7	determines the derivative of a function through routine application of the rules of differentiation
P8	understands and uses the language and notation of calculus

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

COMPONENTS

A Concepts, skills and techniques
 B Reasoning and communication

WEIGHTINGS

50
 50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- Specific topics will be listed in assessment notifications given.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.
- Outcomes covered may vary depending on topics covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 2	P5, P6, P7, P8 H2, H6, H7	Task 1 Topic Test	5	5	10
Term 1 Exam Block	P2-P8 H2, H4-H9	Task 2 Exam	15	10	25
Term 2 Week 5	H3-H6 H8, H9	Task 3 Topic Test and/or assignment	10	15	25
Term 3 Week 3	P1-P7, H1-H9	Task 4 Trial Exam	20	20	40
		TOTAL	50	50	100

Mathematics [Extension 1]

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
PE1	appreciates the role of mathematics in the solution of practical problems
PE2	uses multi –step deductive reasoning in a variety of contexts
PE3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4	uses the parametric representation together with differentiation to identify geometric properties of parabolas
PE5	determines derivatives which require the application of more than one rule of differentiation
PE6	makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

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

COMPONENTS

A Concepts, skills and techniques
 B Reasoning and communication

WEIGHTINGS

50
 50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- Specific topics will be listed in assessment notifications given
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.
- Outcomes covered may vary depending on topics covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 2	PE3, PE4, HE2, HE7	Task 1 Topic Test / Open book	5	10	15
Term 1 Exam Block	H2-H9, PE2-PE6 HE2, HE4, HE6, HE7	Task 2 Exam	15	10	25
Term 2 Week 5	PE1, PE2, H8, HE3, HE5, HE7	Task 3 Topic Test and/or Assignment	10	15	25
Term 3 Week 3	H2-H9, PE2-PE6 HE1-HE7	Task 4 Trial HSC Exam	20	15	35
		TOTAL	50	50	100

Mathematics (General)

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student :
MGP-1	uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2	represents information in symbolic, graphical and tabular form
MGP-3	represents the relationships between changing quantities in algebraic and graphical form
MGP-4	performs calculations in relation to twodimensional and threedimensional figures
MGP-5	demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6	models financial situations relevant to the student's current life using appropriate tools
MGP-7	determines an appropriate form of organisation and representation of collected data
MGP-8	performs simple calculations in relation to the likelihood of familiar events
MGP-9	uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10	performs simple calculations in relation to the likelihood of familiar events
	A student :
MG2H-1	uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MG2H-2	analyses representations of data in order to make inferences, predictions and conclusions
MG2H-3	makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
MG2H-4	analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and nonright-angled triangles
MG2H-5	interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
MG2H-6	makes informed decisions about financial situations, including annuities and loan repayments
MG2H-7	answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
MG2H-8	solves problems involving counting techniques, multistage events and expectation
MG2H-9	chooses and uses appropriate technology to locate and organise information from a range of contexts
MG2H-10	uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response
MG2H-VA	appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

COMPONENTS

A Concepts, skills and techniques
 B Reasoning and communication

WEIGHTINGS

50
 50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- Specific topics will be listed in assessment notifications given
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.
- Outcomes may vary depending on topics covered.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 1 Week 2	MGP-3, MGP-5, MGP-6, MG2H-6, MG2H-VA	Task 1 Topic Test (FSCo1, FSCo2, FM2, FM4, FM5)	5	5	10
Term 1 Exam Block	MGP-1, MGP-3, MGP-4, MGP-5, MGP-6, MGP-7, MG2H-1, MG2H-4, MGP-5, MGP-6, MGP-7,	Task 2 Exam (FM4, FM5, AM3, AM4, MM4, DS4, MM5)	10	10	20
Term 2 Week 6	MGP-1, MG2H-5, MG2H-8, MG2H-10, MG2H-VA	Task 3 Topic Test and / or Assignment (FSRe1, FSRe2, PB2, FSHe1, FSHe2, FSHe3)	15	15	30

Term 3 Week 3	MGP-1 to -10, MG2H-1 to -10, MG2H-VA	Task 4 Trial HSC Exam	20	20	40
		TOTAL	50	50	100

Modern History

Course: H.S.C
Category: A
Assessment Period: 2017

OUTCOMES

Code	Descriptor
	<i>A student develops the skills to :</i>
H1.1	describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H1.2	analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
H2.1	explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
H3.1	ask relevant historical questions
H3.2	locate, select and organize relevant information from different types of sources
H3.3	analyse and evaluate sources for their usefulness and reliability
H3.4	explain and evaluate differing perspectives and interpretations of the past
H3.5	plan and present the findings of historical investigations, analyzing and synthesizing information from different types of sources
H4.1	use historical terms and concepts appropriately
H4.2	communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

COMPONENTS

A	Knowledge & understanding
B	Source based skills
C	Historical inquiry & research
D	Communication of historical understanding

WEIGHTINGS

40
20
20
20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 7	2.1, 3.2, 3.3, 4.1	World War I Source analysis		20			20
Term 1 (Exam Block)	1.1, 1.2, 2.1, 4.1, 4.2	Germany Research & communication	5		10	10	25
Term 2 Week 4	1.1, 1.2, 3.4, 4.1, 4.2	Albert Speer Research & communication	5		10	10	25
Term 3 Week 3	1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2	Trial Exam Knowledge & understanding	30				30
		TOTAL	40	20	20	20	100

Music 1

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Core Performance	10
B	Core Musicology	10
C	Core Composition	10
D	Core Aural	25
E	Electives (Performance, Composition or Musicology)	45

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 Week 9	H2 - H8	Core Musicology/Core Composition		10	10			20
Term 1 Week 8	H1, H7, H8, H9	Core Performance Practical	10					10
Term 1 Week 9/10	H4, H5, H6, H8	Half Yearly Examination: Core Aural				10		10
Term 2 Week 8	H1 - H11	Elective 1					15	15
Term 2 Week 8	H1 - H11	Elective 2					15	15
Term 3 Week 3/4	H4, H5, H6, H8	Trial Aural Examination				15		15
Term 3 Week 2/3	H1 - H11	Elective 3 Trial Examination Practical					15	15

		TOTAL	10	10	10	25	45	100
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Music 2

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	Through activities in performance, composition, musicology and aural, a student :
H1	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	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	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	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	Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
H6	Discusses, constructively criticizes and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
H7	critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	Identifies, recognizes, experiments with and discusses the uses and effects of technology in music
H10	Performs as a means of self expression and communication
H11	Demonstrates a willingness to participate in performance, composition, musicology and aural activities
H12	Demonstrates a willingness to accept and use constructive criticism

COMPONENTS

WEIGHTINGS

A	Core Performance	20
B	Core Musicology	20
C	Core Composition	20
D	Core Aural	20
E	Elective (Performance, Composition or Musicology)	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
Term 4 Week 9	H2, H5, H6, H7, H8	Core Musicology		20				20
Term 1 Week 8	H1-H10	Elective (Performance, Composition or Musicology)					20	20
Term 1 Week 9/10	H1, H2, H8, H10 H2, H6, H7	Half Yearly Core Performance Half Yearly Core Aural Exam	10			10		20
Term 2 Week 8	H2, H3, H4, H5, H7, H8	Core Composition Task			20			20
Term 3 Week 3/4	H1, H2, H8, H10 H2, H6, H7	Trial Core Practical Trial Aural Examination	10			10		20

		TOTAL	20	20	20	20	20	100
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Personal Development, Health & Physical Education

Course: H.S.C
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

- A** Knowledge and understanding of the factors that affect health and the way the body moves
- B** Skills in influencing personal and community health and taking action to improve participation and performance
- C** Skills in critical thinking, research and analysis

ASSESSMENT TASKS

Term/Week	Outcomes	Task	A	B	C	Weight
Term 4 Week 6	H8, H13, H17	Sports Injury Case Study Sports Medicine	10		10	20
Term 1 Exam Block	H1, H2, H3, H4, H5, H14, H15, H16	Research Task Health priorities	5	10	10	25
Term 2 Week 10	H7, H8, H9, H10, H11	In class Task Factors Affecting Performance Improving Performance	10	10	5	25
Term 3 Exam Block	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	HSC Trial All Areas	10	10	10	30
		TOTAL	35	30	35	100%

Physics

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment kinematics and dynamics, energy, waves, fields and matter	40
B	Skills in planning and conducting first hand investigations and communicating information	30
C	Problem solving, scientific thinking and communicating understanding and conclusions	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 7	H2, H6, H12, H13, H14	1. Practical Examinations		10		10
Term 1 (Exam block)	H2, H3, H6, H7, H8, H9	2. Half yearly Examination	10		10	20
Term 2 Week 3	H7, H9, H11, H12, H13, H14, H15, H16	3. Open-ended investigations		20	5	25
Term 2 Week 9	H1, H2, H3, H4, H5, H9, H10, H13, H16	4. Research assignment			15	15
Term 3 (Trials)	H1 – H16	5. Trial HSC Exam	30			30
		TOTAL	40	30	30	100

Society and Culture

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	50
B	Application and evaluation of social and cultural research methodologies	30
C	Communication of information	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
Term 4 Week 9	1, 8, 10	Social Inclusion and Exclusion	5	10	5	20
Term 1 Exam Block	7, 8, 10	PIP Progress Report plus oral	5	15	5	25
Term 2 Week 2	1, 2,3, 4, 5, 6, 10	Social and Cultural Continuity and Change; Social Inclusion and Exclusion	20		5	25
Term 3	1, 2, 3, 4, 5, 6, 9, 10	TRIAL EXAM: Social and Cultural Continuity and Change, Belief Systems and Ideologies; Social Inclusion and Exclusion	20	5	5	30
		TOTAL	50	30	20	100

NB - THE PERSONAL INTEREST PROJECT IS TO BE SUBMITTED ON DAY 1 OF TERM 3, 2016

Studies of Religion 1

Course: H.S.C

Category:

Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student:
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENT

WEIGHTINGS

A. Knowledge and understanding of course content	20
B. Source-based skills	10
C. Investigation and research	10
D. Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 9 (2015)	H1,H2,H4, H5,H6,H7,H8, H9	Religious Tradition Depth Study: Christianity Research Essay			10		10
Term 1 Exam Block	H1,H2,H4, H5,H6,H8,H9	Religious Tradition Depth Study: Judaism Stimulus Response	10	5		5	20
Term 3 Week 3	H1,H2,H3, H4,H5, H6,H8,H9	Trial Examination	10	5		5	20
		TOTAL	20	10	10	10	50

Studies of Religion 2

Course: H.S.C
 Category:
 Assessment Period: 2017

OUTCOMES

Code	Descriptor
	A student:
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS

WEIGHTINGS

A. Knowledge and understanding of course content	40
B. Source-based skills	20
C. Investigation and research	20
D. Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
Term 4 Week 6 (2015)	H1, H2, H4, H5, H6, H7, H8, H9	Religious Tradition Depth Study Christianity Research Essay	5		10		15
Term 1 Exam Block	H1,H2,H4,H5, H6,H8,H9	Religious Tradition Depth Study Judaism and Religion and Non-Religion Stimulus Response	10	10		5	25
Term 2 Week 2	H1,H2,H4, H5,H6,H8,H9	Religious Tradition Depth Study Islam In class task	5			5	10
Term 2 Week 7	H1,H2,H3, H5, H6,H7,H8,H9	Religion and Peace Research Essay			10	5	15
Term 3 Week 3	H1,H2,H3, H4,H5,H6, H8,H9	Trial Examination	20	10		5	35
		TOTAL	40	20	20	20	100

Textiles and Design

Course: H.S.C.
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	knowledge and understanding of textiles and the textiles industry	50
B	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
4/6	H1.1 H1.2 H2.1	Proposal Presentation		20	20
1/4	H5.1 H5.2 H6.1	Designer Investigation Research	10		10
Term 1 Exam Block	H1.3 H5.1 H5.2 H6.1	Half yearly exams	10		10
1/6 2/7	H1.1 H2.2 H2.3 H4.2	MTP Experimentation Part 1 Part 2		30	30
3/4	H1.3 H5.1 H3.1 H5.2 H3.2 H6.1 H4.1	Trial Exams	30		30
		TOTAL	50	50	100

Visual Arts

Course: H.S.C
 Category: A
 Assessment Period: 2017

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
Term 4 Week 7	H1, H2, H3, H4, H5	1. Proposal for Body of Work / VAPD	10		10
Term 1 Exam block	H7, H8, H9, H10	2. Half Yearly Examination		15	15
Term 2 Week 9	H1, H2, H3, H4, H5, H6	3. Progress and Development of Body of Work/VAPD	15		15
Term 2 Week 8	H7, H8, H9, H10	4. Research Essay		15	15
Term 3 Week 3/4	H7, H8, H9, H10	5. Trial Written Examination		20	20
Term 3 Week 5	H1, H2, H3, H4, H5, H6	6. Trial Practical Examination - Resolved Body of Work	25		25
		TOTAL	50	50	100