This document is intended as a guide to HSC Assessment policies and procedures for students and their parents.
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A NOTE ON TERMINOLOGY

Throughout this document, the word “Assessment” (capitalised) is distinguished from the more general “assessment”. The “Assessment Programme”, comprising a number of “Assessment tasks”, is a formal set of procedures, overseen by the respective Head of Department, designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Programme, but which nevertheless help the teacher to make an assessment of their learning. Effective learning requires that students undertake all tasks set by their teachers; Assessment tasks nevertheless have a particular significance.

INTRODUCTION

Assessment is an important part both of the teaching and learning process and of credentialing for the Higher School Certificate.

For Year 12 HSC Students, regular Assessment tasks will help them and their teachers to understand what skills and knowledge they have learned, and will directly contribute to their award of the Higher School Certificate.

Fifty percent of a student’s mark in every subject* is determined by Assessment tasks undertaken at School. Not only does this give the student the opportunity to work steadily towards his final result, so relieving some of the pressure of “make-or-break” examinations, but School Assessment tasks are also able to test outcomes not readily amenable to pen and paper examinations.

The purpose of this booklet is to give HSC candidates important information relating to the Assessment process, and to set out the Assessment schedules for each subject. The first section is extracted from, or summaries of, the School’s published Assessment Policy. The full and latest version of this vital document can be viewed or downloaded at the School’s Community Website, http://community.trinity.nsw.edu.au/1_senior/mind_senior.html. Please note that recourse should always be had to the latest version on the website.

It is essential that students and their parents are conversant with the rules which govern Assessment, and that they plan ahead to ensure that they pace themselves through the comprehensive and demanding programme of Assessment which lies ahead of them.

Deborah Williams
Academic Dean
October 2018

*excludes Vocational subjects
SECTION 1
PURPOSES OF ASSESSMENT

The NSW Education Standards Authority (NESA) defines assessment as “the process of identifying, gathering and interpreting information about students’ learning”. The main purpose of assessment at Trinity Grammar School is to identify where students are in their learning so we can show their growth and achievement and design future learning. This remains true as students enter the challenges of their final school credential: assessment is the primary means by which we gauge student progress and determine the best paths forward for each individual.

In Senior School (Years 10, 11 and 12), however, Assessment takes on the special significance of contributing to the award of important public credentials – the Record of School Achievement, Higher School Certificate and International Baccalaureate.

ASSESSMENT OF LEARNING OUTCOMES

All syllabuses published by NESA for Years 7 - 12 specify required Learning Outcomes. The purpose of Assessment is to measure the extent to which students have achieved the Learning Outcomes at a given point in time.

There are no predetermined patterns of marks or grades superimposed on Assessment tasks. Rather, they measure and identify what students know and can do in relation to the required outcomes for each Stage in the subjects they are studying.

Public Assessments conducted for the Higher School Certificate (HSC Examinations) are also based on the measurement of learning outcomes.

ASSESSMENT FOR PUBLIC CREDENTIALS

The Higher School Certificate

NESA requires that, before students can progress to a Higher School Certificate (Year 12) course, they must satisfactorily complete the requirements of the relevant Year 11 course.

Over the four terms of Year 12 the School conducts an Assessment Programme in each subject. NESA requires that the School report a mark for each student in each subject which they are presenting for the Higher School Certificate. The purpose of the Assessment Programme is to determine this mark through the administration of a variety of Assessment tasks.

The marks which are submitted to NESA are moderated by NESA, based on the examination results achieved by the School’s candidates in each subject. The moderated Assessment mark then comprises fifty percent (50%) of the student’s final HSC mark for each subject. Should the student suffer some misadventure at the time of the HSC Examination, the moderated Assessment mark can become the basis upon which NESA provides an HSC result.

Thus, in every Assessment Task in Year 12, students are working directly towards their HSC result.
Following the HSC, students will receive a result notice informing them of their:

- Examination mark
- Moderated Assessment mark
- HSC mark (comprising the other two marks combined on a 50:50 basis)
- Achievement band ranging from 6 to 1.¹

<table>
<thead>
<tr>
<th>Band</th>
<th>Mark Range</th>
</tr>
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<tbody>
<tr>
<td>Band 6</td>
<td>Mark from 90 to 100</td>
</tr>
<tr>
<td>Band 5</td>
<td>Mark from 80 to 89</td>
</tr>
<tr>
<td>Band 4</td>
<td>Mark from 70 to 79</td>
</tr>
<tr>
<td>Band 3</td>
<td>Mark from 60 to 69</td>
</tr>
<tr>
<td>Band 2</td>
<td>Mark from 50 to 59</td>
</tr>
<tr>
<td>Band 1</td>
<td>Mark from 0 to 49, regarded as below the minimum standard</td>
</tr>
</tbody>
</table>

¹ This varies slightly in Extension subjects.
SECTION 2
THE ASSESSMENT PROGRAMME IN SENIOR SCHOOL (YEARS 10-12)

In Senior School, Assessment takes on a greater significance, and for Years 11 and 12, it is part of the public credentialing process. Strict rules are laid down by NESA and the School must follow these, both to maintain the integrity of the Assessment process and to serve the best interests of Trinity students. The rules which govern Assessment in Years 10-12 are contained in this section.

ASSESSMENT PROGRAMMES

For each subject in each Senior School Year group the Head of Department will publish an Assessment Programme early in the academic year. The Assessment Programme will indicate:

> the Assessment tasks which will take place throughout the academic year
> in general terms what syllabus outcomes each task is intended to measure
> approximately when each task will occur (with specific dates to be supplied later)
> what percentage of the final Assessment mark each task contributes to the overall Assessment result in that course.

NUMBER AND WEIGHTING OF TASKS

For Stage 6 syllabuses, NESA publishes strict guidelines relating to Assessment Programmes, including the number of tasks to be undertaken and the weightings of various elements. The School requires Heads of Departments to design an appropriate Assessment Programme for each Course in Years 11 and 12, in accordance with NESA rules and guidelines and to provide feedback on student progress across the range of learning outcomes.

Students should note that the nature of Outcome Based Assessment means that the final Assessment mark allocated to each student must be an accurate numeric representation of his level of achievement of the specified Outcomes of the course. While particular weightings are allocated to individual Assessment Tasks, Heads of Department are nevertheless required to ensure that final Assessment marks reflect the student’s overall level of achievement at the end of the course. Assessment marks achieved throughout the course will be the most important means of determining this final mark but may be subject to the application of appropriate professional judgment by the Head of Department.

NOTIFICATION OF ASSESSMENT TASKS

At least two (2) weeks prior to the actual conduct of any Assessment task, the Head of Department will give the specific date (or dates) and details of the task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing. Such notification will be made available electronically to students via the School’s Learning Management System (Canvas).

In some subjects Assessment takes place over a period of time. In such cases it will be sufficient for the Head of Department to have given students two (2) weeks’ notice of the commencement of the period of Assessment.

In approving the dates for Assessment tasks, the School will act to avoid students having to undertake more than one Task on a given day. However, this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of Assessment tasks, providing that due notice has been given for each.

VARIATION FROM THE PUBLISHED ASSESSMENT PROGRAMME

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment task once it has been given in writing to students, the Head of Department will negotiate a new date with the Director of Curriculum and advise the students in writing via the School’s Learning Management System (Canvas). Wherever feasible the Head of Department will endeavour to consult with the classes affected, but this will not always be possible. The three key principles in this procedure will be that:

a. the date will not generally be made earlier than that originally advised
b. the weighting of the task in the overall Assessment Programme will not generally be varied
c. every consideration will be given to ensure that students do not suffer disadvantage.

EXTENSIONS

Extensions will only be granted by a Head of Department in the most exceptional circumstances, and should not be assumed by students. Should a student wish to seek an extension for an Assessment task, he must apply in advance in writing to the Head of the Department involved. A pro forma is available for this purpose. The Head of the Department will deal promptly with the application and advise the outcome.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for the granting of an Extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

ABSENCE FROM AN ASSESSMENT TASK OR EXAMINATION AND OTHER CASES OF MISADVENTURE

Absence due to illness or misadventure

If a student is very ill on the day of an Assessment task or Examination, he should not sit the task. Rather a medical certificate is to be obtained that specifies their illness and the period of time that the student is determined to be affected by the illness and submitted to the Director of Curriculum as soon as possible, but at the latest on the day of the student’s return to school, for consideration. Students who sit an Assessment task while ill cannot make an illness/misadventure claim, rather, their mark for the Assessment task will stand. Further, students cannot make a claim for illness after they have sat an Assessment task, rather, the mark for the Assessment task will stand.

Should an unavoidable and unplanned circumstance preclude a student’s attendance at an Assessment task or examination, they are to notify the Student Services Secretary (02 9581 6033) or the EA to the Academic Dean (02 9581 6135) as early as possible. Such circumstances do not include family holidays (whenever booked), social engagements or other matters of a discretionary nature. Documentation must be submitted to support the claim to the Director of Curriculum as soon as possible, but at the latest on the day of the student’s return to School, for consideration.

In the unlikely event that a circumstance eventuates which may prejudice a student’s performance in an Assessment task or examination, the details should be given in writing to the Director of Curriculum as soon as possible for consideration.

2. Except during designated Examination and/or Assessment Sessions
Illness or misadventure in the days immediately preceding an Assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation.

In Year 12, students who do not complete an Assessment task or Examination due to illness or misadventure will complete an alternative task to that completed by the rest of the cohort. This measure is undertaken to ensure the integrity of the assessment process. The alternative task will be approved by the Head of Department, in good faith, as commensurate in nature and difficulty with the original task.

The Curriculum Office (for examinations) or Head of Department (for Assessment tasks) will schedule the completion of the alternative task as soon as possible after the date originally set for the task. Students completing alternative tasks may not use this as grounds for appeal against the marks awarded, nor will the marks achieved generally be subject to any further adjustment by a teacher or Head of Department. In some cases it may be more appropriate to make an estimate based on other information about the student’s performance.

In cases where it is determined by the Direction of Curriculum or the Head of Department that an estimate is to be awarded for a particular task, the Head of Department will exercise his or her professional judgment, using all available evidence of achievement, to provide the most accurate estimate possible. In the absence of good evidence, the Head of Department cannot predicate estimates on a student’s potential or ability alone. The student’s rank order in the course will not necessarily be maintained.

Note: Students who sustain a short-term injury or encounter a circumstance that may impede their performance in an upcoming Assessment task or examination will not generally be granted Disability Provisions (such as extra time or a scribe) rather they are to contact the Director of Curriculum who will determine a course of action which may involve the student not undertaking the Assessment task or examination (so long as supporting medical or third party documentation is supplied) and advise the Head of Department to provide an estimate for the relevant Assessment task(s) or examination(s).

Where a student has missed attending an Assessment task or Examination, on the day of his return to School, he must see the relevant Head(s) of Department, who will determine, in consultation with the Director of Curriculum, how to proceed. The Head of Department will determine if it is appropriate and possible for the student to undertake a similar Assessment task or Examination; the student can be required to undertake the alternative on the day of his return to School. Alternatively it may be more appropriate to make an estimate based on other information about the student’s performance.

LATE ATTENDANCE AT AN ASSESSMENT TASK OR EXAMINATION

Students who arrive late for an Assessment task, and who believe that circumstances beyond their control have occasioned the lateness, should report to the Head of Department concerned. The Head of Department will determine an appropriate course of action.

Students who arrive late for a School Examination must report to the Master of the Senior School or the Director of Curriculum, who will determine an appropriate course of action. In general, the procedures of NESA will be followed, i.e. students may only be admitted to an Examination up to one (1) hour late, and will not be granted extra time in compensation. However, for internal School Examinations, the Master of the Senior School or Director of Curriculum may exercise discretion in this regard; for external / public Examinations no such discretion is available.

Alleged misreading of the examination timetable cannot be compensated. Students who fail to attend an examination claiming that they have misread the examination timetable will be awarded zero (0) marks. Students are strictly warned against using draft timetables; only the final examination timetable will provide accurate information about examination scheduling.

Procedures for Applications for Misadventure Consideration

In normal circumstances, applications for misadventure consideration will not be accepted or considered more than five (5) school days after the date of the affected Assessment task or examination.

Should a student be absent from an Assessment Task or Examination and fail to follow the procedures above he will be awarded zero (0) marks.

Long Term Illness or Educational Disadvantage

There may be cases where a student experiences an illness or another means of educational disadvantage that is of a long term nature. Generally, such cases will be accommodated through the UAC Educational Access Scheme, not by consideration for internal Assessment tasks or examinations. Applications for the EAS Scheme are made through the Senior School Office.

SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are extremely valuable and must be submitted responsibly in accordance with the terms established on the Assessment notification. Tasks completed at home must be submitted directly to the student’s teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment tasks may be submitted to the respective Head of Department, or failing that to the Director of Curriculum, Master of the Senior School or the EA to the Academic Dean.

In the case of all Assessment tasks completed at home, the student is required to keep a final copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and will provide the student with security against loss of or damage to the submitted copy. Loss of a Task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

Students are not to assume that they may submit Assessment tasks by email or by other digital media. However, on some occasions the Head of Department may instruct or allow students to submit electronically. Heads of Department may require subsequent provision of a printed copy of the task. Any such instructions will be clearly specified on the Assessment task notification.

When this is required or permitted, the task may be submitted on CD, DVD or memory stick, by email or via an electronic “drop box”, but not on other media (unless specifically authorised by the Head of Department). When electronic submission does occur, the following rules will apply:
1. The School will not be responsible for unreadable, unusable or virus infected files or media.
2. The School will only accept Assessment tasks which are written in applications to which School staff have ready access, and in a format which can be read by most School computers.
3. The Assessment task should be readily identifiable on the medium.
4. An Assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The School will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Only receipts generated by the School’s email system will be considered valid. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
6. The School will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

LATE SUBMISSION OF ASSESSMENT TASKS

Should a student not hand in an Assessment task by the date on which it is due (without extension or acceptable explanation), the following procedure will be followed:

> Marks will be deducted as follows:
  • 20% of the marks awarded for the first day late
  • a further 20% of the marks awarded for the second day late
  • a further 10% of the marks awarded for the third day late
  • a further 10% of the marks awarded for the fourth day late

> No further penalty will be applied; however, Assessment tasks will not be accepted for credit more than seven (7) days late. Work submitted after this time may be reviewed but no mark will be awarded for credit.

> Parents will be advised by the Director of Curriculum as soon as possible of late penalties which have been applied.

FAILURE TO SUBMIT OR UNDERTAKE AN ASSESSMENT TASK

Should a student fail to undertake an Assessment task, or fail to submit an Assessment task for so long that it may no longer be accepted for credit, the Head of Department will advise the Director of Curriculum, who will write to the parents advising them of the fact, and detailing the penalty involved. Parents will be asked to acknowledge receipt of this letter.

The penalty in such cases is the award of zero (0) marks for the task.

HSC students in Years 11 and 12 are warned that failure to submit or undertake Assessment tasks which contribute in excess of 50 percent (50%) of the final Assessment marks in that course will result in the Head Master advising NESA of their unsatisfactory completion of the respective course. This is a requirement of NESA in which the Head Master has no discretion. Such advice will automatically mean that the student will not receive a result for the subject involved. This in turn may prejudice the student’s eligibility for the HSC or Year 11 credential.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

NESA defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others”. At Trinity academic malpractice includes, but is not restricted to, the following:

> plagiarism — the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
> collusion — supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
> duplication of work — the presentation of the same work for different assessment components or courses
> misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)

Allegations of plagiarism or other forms of malpractice will be reported to the Director of Curriculum and Master of the Senior School, who will consult with the respective Head of Department to investigate the matter and, if proven, determine an appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to the parents.

The Academic Dean will be informed of all allegations of academic malpractice in Year 12 given the serious impact this may have on the final credential of the student. She will be involved in all investigations and determinations of consequences for academic misconduct by Year 12 students, either directly or via the Directors of Curriculum and / or IB.

The School requires all students, prior to or upon entering Year 11, to complete NESA’s on-line course, All My Own Work, which addresses matters of academic integrity. As a further reminder, Senior School students will be required to sign and date a statement of compliance upon submission of any Assessment task and when sitting an examination. However, a student’s failure to sign this statement will not in any way excuse malpractice.

For examination and in-class test-style Assessment tasks, the wording will be:

The School defines malpractice, or cheating, as “dishonest behaviour by a student that gives them an unfair advantage over others.” I certify that my attempt at this Assessment task does not involve any malpractice or cheating.

For Assessment tasks completed at home or not under examination conditions, the wording will be:

I recognise that collaborative work in the preparation of an Assessment task is permissible, but that what I submit must be my own work, and certify that
1. this is my own work,
2. no part of my submission has been copied from any other source except where due acknowledgement has been made, and
3. I have taken reasonable care to prevent my work being copied by another student.

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment task should be directed to the respective Head of Department at the time of the return of the Assessment task. Should the matter not be satisfactorily resolved through the Head of Department, the student may make further application for reconsideration through the Director of Curriculum. Students should note that marks may either go up or down in the process of remarking.
For Year 12 HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right to appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the School’s records and the appropriateness of its procedures. Appeals should be directed in writing to the Director of Curriculum, who will advise the Academic Dean. The Academic Dean will convene the Appeal Committee, comprising the Chair of the Council Education Committee (or his/her nominee), the Master of the Senior School, the Academic Dean and the Head of Department. The student and/or his parents will have the right to speak to the Appeals Committee in support of the Appeal, if they wish, but may not be present for the Committee’s deliberations. Should the student not be satisfied by the ruling of the Appeal Committee he has the right of further appeal to NESA within the timeframe published annually by NESA.

‘N’ DETERMINATIONS - WARNINGS OF NON COMPLETION OF COURSE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that they have:
> followed the course developed or endorsed by NESA as per the relevant syllabus;
> applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
> achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, the School will:
> advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
> advise the parent or guardian in writing (if the student is under the age of 18);
> request from the student/parent/guardian a written acknowledgement of the warning;
> issue at least one follow-up warning letter if the first letter is not effective.

KEEPING OF MARKS

Final HSC Assessment marks submitted to NESA are strictly confidential and may not be communicated to students at any time. Students are, however, permitted to know their Rank Order in each course.

ESTIMATION OF THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The School is not able to provide reliable estimates of the Australian Tertiary Admission Rank (ATAR). The final ATAR is calculated from data which have not yet been created while students are still at School, and to which the School has little or no access.

When an estimate of a student’s ATAR is required for an application for a scholarship or similar purpose, the Academic Dean will provide the best estimate which can be derived from the available data. However the School, the Head Master and the Academic Dean disclaim any responsibility for the accuracy of any such estimate, which is provided only to avoid disadvantage to Trinity students.
ANCIENT HISTORY

ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
</table>
| 1    | Term 1 Week 3   | 50                     | 20                     | Research & Source Task (Hand-in)  
|      | Wednesday 13 February  
Hand in by 8:00am |            |                        |             |                     |
| 2    | Term 1 Week 7   | 50                     | 25                     | Research Essay (Hand-in)  
Historical Period: The Julio-Claudians | AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9 |
|      | Thursday 14 March  
Hand in by 8:00am |            |                        |             |                     |
| 3    | Term 2 Week 9   | 25                     |                        | Research & Source Task (Hand-in)  
Core Study: Cities of Vesuvius - Pompeii & Herculaneum | AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10 |
|      | Tuesday 25 June  
Hand in by 8:00am |            |                        |             |                     |
| 4    | Trial HSC Examination Period | 30 |                        | Trial HSC Examination  
All Topics | AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10 |
|      |                  |            |                        |             |                     |
|      | Total 100        |            |                        |             |                     |

HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

AH12-1 accounts for the nature of continuity and change in the ancient world
AH12-2 proposes arguments about the varying causes and effects of events and developments
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
AH12-4 analyses the different perspectives of individuals and groups in their historical context
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7 discusses and evaluates differing interpretations and representations of the past
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 6 Friday 23 November Period 1, 4</td>
<td>60</td>
<td>25</td>
<td>Practical Task</td>
<td>BIO12-1 to BIO12-7</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Period</td>
<td>40</td>
<td>10</td>
<td>Half Yearly Examination</td>
<td>BIO12-1 to BIO12-7, BIO12-12, BIO12-13</td>
</tr>
<tr>
<td></td>
<td><strong>Total 100</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8 Submit by Tuesday 18 June 8:30am Term 3 Week 2 Monday 29 July (All Day) 10-15 mins per student</td>
<td>35</td>
<td></td>
<td>Depth Study Report Depth Study Viva Voce</td>
<td>BIO12-1, BIO12-5, BIO12-6, BIO12-7, BIO12-15</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
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<td>Trial HSC Examination</td>
<td>BIO12-1 to BIO12-7, BIO12-12 to BIO12-15</td>
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<td><strong>Total 100</strong></td>
<td></td>
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</tr>
</tbody>
</table>

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- **BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- **BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- **BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- **BIO11/12-5** analyses and evaluates primary and secondary data and information
- **BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- **BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- **BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- **BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- **BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system
- **BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease
### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 2 Weighting</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9</td>
<td>100</td>
<td>30</td>
<td>Oral Presentation (Marketing Pitch on a business with Question Time) 5 minutes of allocated time</td>
<td>H1, H2, H4, H5, H6, H7, H8, H9</td>
</tr>
<tr>
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<td>2</td>
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<td>Stimulus Research and in class component</td>
<td>H3, H5, H6, H7, H8, H9, H10</td>
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<td>Monday 17 June</td>
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<tr>
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<td>Period 1, 2</td>
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<td>3</td>
<td>Trial HSC</td>
<td>30</td>
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<td>All Topics</td>
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<td>Examination</td>
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<td>Total 100</td>
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</tbody>
</table>

**Components:**
1. Knowledge and understanding of course content (Total Weight 40%)
2. Stimulus-based skills (Total Weight 20%)
3. Inquiry and research (Total Weight 20%)
4. Communication of business information, ideas and issues in appropriate forms (Total Weight 20%)

**HSC COURSE OUTCOMES ARE AS FOLLOWS:**

A student

- **H1** critically analyses the role of business in Australia and globally
- **H2** evaluates management strategies in response to changes in internal and external influences
- **H3** discusses the social and ethical responsibilities of management
- **H4** analyses business functions and process 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
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 Friday 30 November Period 1, 2</td>
<td>60</td>
<td>25</td>
<td>Practical Task</td>
<td>CH12-1 to CH12-7</td>
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<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Period</td>
<td>40</td>
<td>10</td>
<td>Half Yearly Examination</td>
<td>CH12-1 to CH12-7, CH12-12, CH12-13</td>
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<td>100</td>
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<td>3</td>
<td>Term 2 Week 7 Submit by Friday 14 June 8:30am Term 3 Week 1 Friday 26 July (All Day) 10-15 mins per student</td>
<td>35</td>
<td></td>
<td>Depth Study Report Depth Study Viva Voce</td>
<td>CH12-1, CH12-5, CH12-6, CH12-7, CH12-15</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination</td>
<td>CH12-1 to CH12-7, CH12-12 to CH12-15</td>
</tr>
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<td>Total 100</td>
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</tbody>
</table>

HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5 analyses and evaluates primary and secondary data and information
CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting</th>
<th>Unit Title</th>
<th>Unit Code</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7</td>
<td>N/A</td>
<td>N/A</td>
<td>Bench Seat: Working effectively and sustainably in the construction industry</td>
<td>CPCCCM1012A</td>
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<tr>
<td></td>
<td>Friday 29 November Period 4</td>
<td></td>
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<tr>
<td>2</td>
<td>Term 2 Week 8</td>
<td>N/A</td>
<td>N/A</td>
<td>Picnic Table Use Carpentry Tools and Equipment</td>
<td>CPCCCA2002B</td>
</tr>
<tr>
<td></td>
<td>Friday 21 June</td>
<td></td>
<td></td>
<td>Use Construction Tools and Equipment</td>
<td>CPCCCM2005B</td>
</tr>
<tr>
<td></td>
<td>Period 4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Term 3 Week 5</td>
<td>N/A</td>
<td>N/A</td>
<td>Brick Laying Handle and prepare bricklaying and blocklaying materials</td>
<td>CPCCBL2001A</td>
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<tr>
<td></td>
<td>Friday 23 August</td>
<td></td>
<td></td>
<td>Use bricklaying and blocklaying tools and equipment</td>
<td>CPCCBL2002A</td>
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<tr>
<td></td>
<td>Period 4</td>
<td></td>
<td></td>
<td>Apply basic levelling procedures</td>
<td>CPCCM2006B</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>100</td>
<td></td>
<td>Trial HSC Written Examination</td>
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</tr>
</tbody>
</table>

Construction is a competency-based course. Competencies are assessed not by a mark but by either Competent or Not Yet Competent. Students are given 3 attempts to demonstrate the achievement of a unit of competency. The end of Semester examinations are reported on with a mark.

When completing this course students are concurrently studying for two records of achievement:
- Construction (VET) for which there are no formal examinations or written tests
- Construction (HSC) based on the same range of work, assessed by practical assessment in the workshop and an HSC examination. In Year 12 a single mark for each student is determined by the School based on the Semester 2 report result and is sent to NESA. This mark is an examination estimate for use in the event of student misadventure. This mark is not used for any other purpose. The HSC mark awarded to students completing a Construction course is entirely derived from a single theoretical examination. This examination is prepared by NESA and is held during the normal HSC period.

Construction does not have separate Year 11 and HSC components. It is taught continuously for two years across Years 11 and 12.

### AREAS OF ASSESSMENT:

Assessment in both the VET and HSC courses is based on the following competencies:
- CPCCOHS1001A Work Safely in the construction industry
- CPCCOHS2001A Apply OHS requirements, policies and processes on the construction industry
- CPCCCM2005B Use construction tools and equipment Prerequisite CPCCOHS2001A
- CPCCCM1012A Work effectively and sustainably in the construction industry
- CPCCCM1013A Plan and organise work
- CPCCCM1014A Conduct workplace communication
- CPCCCM1015A Carry out measurements and calculations
- CPCCCM2001A Read and interpret plans and specifications
- CPCCM2004A Handle Wall and Floor tiling materials
- CPCCWF2002A Use wall and floor tiling tools and equipment
- CPCCCA2002B Use carpentry tools and equipment Prerequisite CPCCOHS2001A
- CPCCCA2011A Handle carpentry materials
- CPCCCM2004A Handle construction materials Prerequisite CPCCOHS2001A
- CPCCCM2006B Apply basic levelling procedures Prerequisite CPCCOHS2001A
## Design and Technology

### Assessment Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>HSC Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 5</td>
<td>60</td>
<td>20</td>
<td>Proposal (Hand In)</td>
<td>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2, H6.2</td>
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<tr>
<td></td>
<td>Monday 12 November</td>
<td></td>
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<tr>
<td></td>
<td>Period 4</td>
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<tr>
<td>2</td>
<td>Term 1 Week 5</td>
<td>40</td>
<td>15</td>
<td>Innovation</td>
<td>H1.2, H2.1, H2.2, H3.1</td>
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<tr>
<td></td>
<td>Monday 25 February</td>
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<td></td>
<td>Period 4</td>
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<tr>
<td>3</td>
<td>Term 3 Week 2</td>
<td>40</td>
<td>100</td>
<td>Design Process</td>
<td>H1.1, H4.2, H4.3, H5.1, H5.2, H6.1</td>
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<td>Wednesday 31 July</td>
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<tr>
<td></td>
<td>Period 4</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>25</td>
<td></td>
<td>Trial HSC Examination</td>
<td>H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.3, H6.1, H6.2</td>
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<td><strong>Total 100</strong></td>
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</tbody>
</table>

### HSC Course Outcomes are as follows:

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 researchers and explores ideas for design development and production of the major design project.
H4.2 selects and uses resources responsibly and safely to realise a quality major design project.
H4.3 evaluates the processes undertaken and the impacts of the major design project.
H5.1 manages the development of a quality major design project.
H5.2 selects and uses appropriate research methods and communication techniques.
H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices.
H6.2 critically assess the emergence and impact of new technologies, and the factors affecting their development.
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continuous in class through Terms 1 and 2</td>
<td>100</td>
<td>20</td>
<td>Workshop participation and logbook</td>
<td>H1.1-1.3, 1.7, 1.9, H2.1-2.5, H3.1-3.5</td>
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<tr>
<td>2</td>
<td>Term 3 Week 3 Tuesday 6 August at 6pm</td>
<td>30</td>
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<td>Group Performance</td>
<td>H1.1-1.9, H2.1-2.5, H3.1, 3.3-3.5</td>
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<td>3</td>
<td>Term 3 Week 3 Tuesday 6 August at 6pm</td>
<td>20</td>
<td></td>
<td>Individual Project</td>
<td>H1.1-1.3, 1.5, 1.7-1.9, H2.2-2.5, H3.1, 3.5</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Written Examination</td>
<td>H3.1-3.5</td>
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<td>Total 100</td>
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</tbody>
</table>

HIGHER SCHOOL CERTIFICATE COURSE OUTCOMES ARE AS FOLLOWS:

For making drama, the student:
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 styles, forms 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 elements of production.
H1.8 Recognises the value of the contribution of each individual to the artistic effectiveness of productions.
H1.9 Values innovation and originality in group and individual work.

For performing drama, the student:
H2.1 Demonstrates effective performance skills.
H2.2 Uses dramatic and theatrical elements effectively to engage an audience.
H2.3 Demonstrates directorial skills for theatre and other media.
H2.4 Appreciates the dynamics of drama as a performing art.
H2.5 Appreciates the high level of energy and commitment necessary to develop and present a performance.

For critically studying drama, the student:
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.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 2 Weighting</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>100</td>
<td>30</td>
<td>Research Task and Oral Presentation</td>
<td>H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H12</td>
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<td>2</td>
<td>Term 2 Week 8 Wednesday 19 June 12EC1 P1 12EC2 P2</td>
<td>40</td>
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<td>Stimulus Research and in class component</td>
<td>H1, H2, H5, H6, H7, H8, H9, H11, H12</td>
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<td>3</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H10, H11</td>
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<td>Total 100</td>
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</table>

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A 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 and contemporary Australian contexts.
- **H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts.
- **H7** evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
- **H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
- **H9** selects and organises information from a variety of sources for relevance and reliability.
- **H10** communicates economic information, ideas and issues in appropriate forms.
- **H11** applies mathematical concepts in economic contexts.
- **H12** works independently and in groups to achieve appropriate goals in set timelines.
### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Unit Title</th>
<th>Unit Code</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7</td>
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<td></td>
<td>Fabricate, assemble and dismantle utilities industry components</td>
<td>UEEEEE102A</td>
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<tr>
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<td>Friday 30 November</td>
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<td></td>
<td>Carry out routine work activities in an energy sector</td>
<td>UEEEEE148A</td>
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<tr>
<td>2</td>
<td>Term 1 Week 10</td>
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<td></td>
<td>Lay wiring/cabling and terminate accessories for extra-low voltage (ELV) circuits</td>
<td>UEEEEE108A</td>
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<tr>
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<td>Friday 5 April</td>
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<td></td>
<td>Period 5</td>
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<tr>
<td>3</td>
<td>Term 2 Week 8</td>
<td></td>
<td></td>
<td>Identify and select components, accessories and materials for energy sector work activities</td>
<td>UEEEEE179A</td>
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<tr>
<td></td>
<td>Friday 21 June</td>
<td></td>
<td></td>
<td>Use drawings, diagrams, schedules, standards, codes and specification</td>
<td>UEEEEE107A</td>
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<td>Use of routine equipment/plant/technologies in an energy sector environment</td>
<td>UEEEEE141A</td>
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<tr>
<td>4</td>
<td>Term 3 Week 4</td>
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<td>Solve problems in d.c. circuits</td>
<td>UEEEEE104A</td>
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<tr>
<td></td>
<td>Friday 16 August</td>
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<tr>
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<td>Period 5</td>
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<td>5</td>
<td>Trial HSC Examination</td>
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</table>

Electrotechnology is a competency-based course. Competencies are assessed not by a mark but by either Competent or Not Yet Competent. Students are given 3 attempts to demonstrate the achievement of a unit of competency. The end of Semester examinations are reported on with a mark.

When completing this course students are concurrently studying for two records of achievement:

- **Electrotechnology (VET)** for which there are no formal examinations or written tests
- **Electrotechnology (HSC)** based on the same range of work, assessed by practical assessment in the workshop and work place and an HSC examination. In Year 12 a single mark for each student is determined by the School based on the Semester 2 report result and is sent to NESA. This mark is an examination estimate for use in the event of student misadventure. This mark is not used for any other purpose. The HSC mark awarded to students completing a Electrotechnology course is entirely derived from a single theoretical examination. This examination is prepared by NESA and is held during the normal HSC period.

Electrotechnology does not have separate Year 11 and HSC components. It is taught continuously for two years across Years 11 and 12.

**AREAS OF ASSESSMENT:**

Assessment in both the VET and HSC courses is based on the following competencies:

- UEEEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace
- UEEEEE102A Fabricate, assemble and dismantle utilities industry components (Prerequisite: UEEEEE101A)
- UEEEEE104A Solve problems in d.c. circuits Prerequisite: UEEEEE101A
- UEEEEE105A Fix and secure electrotechnology equipment Prerequisite: UEEEEE101A
- UEEEEE107A Use drawings, diagrams, schedules, standards, codes and specification Prerequisite: UEEEEE101A
- UEEEEE148A Carry out routine work activities in an energy sector environment Prerequisite: UEEEEE101A
- UEEEEE142A Apply environmentally and sustainable procedures in the energy sector
- UEEEEE141A Use of routine equipment/plant/technologies in an energy sector environment Prerequisite: UEEEEE101A
- UEEEEE179A Identify and select components, accessories and materials for energy sector work activities Prerequisite: UEEEEE101A, UEEEEE148A
- UEEEEE140B Deliver a service to customers
- UEEEEE108A Lay wiring/cabling and terminate accessories for extra-low voltage (ELV) circuits Prerequisite: UEEEEE101A, UEEEEE102A, UEEEEE105A, UEEEEE107A
- UEEEEE137A Document and apply measures to control OHS risks associated with electrotechnology work Prerequisite: UEEEEE101A
- UEEEEE101A Use computer applications relevant to a workplace
- CPCCHS1001A Work safely in the construction industry
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 6</td>
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<td>20</td>
<td>Engineering Report (Hand In)</td>
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<td>Wednesday 21 November</td>
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<tr>
<td></td>
<td>12EST1 Period 3</td>
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<tr>
<td></td>
<td>12EST2 Period 2</td>
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<tr>
<td>2</td>
<td>Term 1 Week 5</td>
<td>50</td>
<td>20</td>
<td>Drawing Assessment Task</td>
<td>H2, H3, H5, H6</td>
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<tr>
<td></td>
<td>Wednesday 27 February</td>
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<tr>
<td></td>
<td>12EST1 Period 3</td>
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<td>12EST2 Period 2</td>
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<tr>
<td>3</td>
<td>Term 2 Week 6</td>
<td>30</td>
<td></td>
<td>Case Study (Hand In)</td>
<td>H1, H2, H3, H4, H5, H6</td>
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<td></td>
<td>Monday 3 June</td>
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<td></td>
<td>Hand in by 8.30am</td>
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<td>4</td>
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<td>H1, H2, H3, H4, H5, H6</td>
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<td></td>
<td>Total 100%</td>
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</tbody>
</table>

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Core Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7</td>
<td>50</td>
<td>25</td>
<td>Texts and Human Experiences TED Talk Vodcast Prescribed and Related text analysis (Submission)</td>
<td>EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-9</td>
</tr>
<tr>
<td></td>
<td>Monday 26 November Period 2</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>50</td>
<td>20</td>
<td>Textual Conversations Critical Response Exam Block</td>
<td>EA 12-1, EA12-2, EA12-2A, EA12-3, EA12-5</td>
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<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td></td>
<td>25</td>
<td>Craft of Writing Portfolio of Imaginative texts (Submission)</td>
<td>EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9</td>
</tr>
<tr>
<td></td>
<td>Thursday 27 June Period 2</td>
<td></td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
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<td>30</td>
<td>Trial HSC Examination Common Module Module A Module B Module C</td>
<td>EA12-3, EA12-4, EA12-5, EA12-6, EA12-8</td>
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</tbody>
</table>

Each Assessment task will cover several specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

**HSC COURSE OUTCOMES ARE AS FOLLOWS:**

**English Advanced**

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA 12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA 12-3 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA 12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA 12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA 12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner
## ENGLISH – STANDARD

### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7</td>
<td>50</td>
<td>25</td>
<td>Texts and Human Experiences&lt;br&gt;TED Talk Vodcast&lt;br&gt;Prescribed and Related text analysis (Submission)</td>
<td>EN12-1, EN12-2,  &lt;br&gt;EN12-3, EN12-4,  &lt;br&gt;EN12-5, EN12-6,  &lt;br&gt;EN12-7, EN12-9</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>50</td>
<td>20</td>
<td>Textual Conversations&lt;br&gt;Critical Response&lt;br&gt;Exam Block</td>
<td>EN 12-1, EN12-2,  &lt;br&gt;EN12-2A, EN12-3,  &lt;br&gt;EN12-4, EN12-5</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td>25</td>
<td></td>
<td>Craft of Writing&lt;br&gt;Portfolio of Imaginative texts (Submission)</td>
<td>EN12-2, EN12-3,  &lt;br&gt;EN12-4, EN12-5,  &lt;br&gt;EN12-7, EN12-9</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination&lt;br&gt;Common Module&lt;br&gt;Module A&lt;br&gt;Module B&lt;br&gt;Module C</td>
<td>EN12-3, EN12-4,  &lt;br&gt;EN12-5, EN12-6,  &lt;br&gt;EN12-8</td>
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</table>

Each Assessment task will cover several specific outcomes. These will be outlined in each Assessment task and will be taken from the list below.

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

**English Standard**

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 2 Weighting</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>20</td>
<td>15</td>
<td>Creative- portfolio developing a range of voices + reflection Submission (Hand In)</td>
<td>EE12-1; EE12-2; EE12-3; EE12-5</td>
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<tr>
<td>2</td>
<td>Term 2 Week 7 Thursday 13 June Period 1</td>
<td>30</td>
<td>20</td>
<td>Analytical- including related text (Hand In)</td>
<td>EE12-1, EE12-2, EE12-3, EE12-4</td>
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<td>Total 50</td>
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<td>3</td>
<td>Trial HSC Examination Period</td>
<td>15</td>
<td></td>
<td>Trial HSC Examination Common Module Elective</td>
<td>EE12-1; EE12-2; EE12-3; EE12-4; EE12-5</td>
</tr>
</tbody>
</table>

HSC COURSE OUTCOMES ARE AS FOLLOWS:

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

EE12-2: analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3: independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4: critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5: reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes
## ENGLISH – EXTENSION 2

### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 1 Weighting</th>
<th>Description</th>
<th>Outcomes Referred to</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 Various Times Friday 30 November</td>
<td>20</td>
<td>15</td>
<td>Viva Voce (including written proposal)</td>
<td>EEX12-1, EEX12-4, EEX12-5</td>
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<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>30</td>
<td>20</td>
<td>Literature review Submission (Hand In)</td>
<td>EEX12-1, EEX12-2, EEX12-3, EEX12-4</td>
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<td>3</td>
<td>Term 3 Week 1 Submission (TBC)</td>
<td>15</td>
<td></td>
<td>Critique of the creative process Submission</td>
<td>EEX12-2, EEX12-3, EEX12-5</td>
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</table>

**Total 50**

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

- **EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology.
- **EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context.
- **EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition.
- **EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea.
- **EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Core Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7</td>
<td>50</td>
<td>25</td>
<td>Module A: Texts and Human Experiences Speaking and Listening task using related text and prescribed text (multimodal presentation)</td>
<td>EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7</td>
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<td>2</td>
<td>Term 1 Week 9</td>
<td>50</td>
<td>25</td>
<td>Module B: Language, Identity and Culture Critical response</td>
<td>EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8</td>
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<td>3</td>
<td>Term 2 Week 9</td>
<td></td>
<td>25</td>
<td>Portfolio Imaginative writing with written annotations (Submission) Module D: Focus on Writing</td>
<td>EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9</td>
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<td>4</td>
<td>Trial HSC Examination Period</td>
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<td>25</td>
<td>Trial HSC Examination Module A Module B Module C</td>
<td>EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8</td>
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</tbody>
</table>

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student:

EAL12-1A A student responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B A student communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 A student uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 A student applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 A student thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 A student investigates and evaluates the relationships between texts

EAL12-7 A student integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 A student analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner
### GEOGRAPHY

#### ASSESSMENT SCHEDULE

<table>
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<th>Task</th>
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<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>HSC Course Outcomes</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 Thursday 29 November Period 5</td>
<td>40</td>
<td>20</td>
<td>Extended Response (in class) Ecosystems at Risk, incorporating fieldwork</td>
<td>H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13</td>
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<td>2</td>
<td>Term 1 Week 7 Thursday 14 March Period 5</td>
<td>60</td>
<td>25</td>
<td>Knowledge and Skills Test (in-class) People and Economic Activity</td>
<td>H1, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13</td>
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<td>3</td>
<td>Term 2 Week 9 Wednesday 26 June Hand in by 8:00am</td>
<td>25</td>
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<td>Research Task (hand in) Urban Places</td>
<td>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</td>
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<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
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<td>Trial HSC Examination All topics</td>
<td>H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</td>
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</table>

#### Total 100

**HSC COURSE OUTCOMES ARE AS FOLLOWS:**

A student:

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 of people 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.
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 2 Weighting</th>
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<th>HSC Outcomes referred to</th>
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<tbody>
<tr>
<td>1A</td>
<td>Term 4 Week 7</td>
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<td>5</td>
<td>History Project: Historical Process - Proposal (hand-in)</td>
<td>HE12-2, HE-12</td>
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<td>Wednesday 28 November</td>
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<td>Hand in by 8:00am</td>
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<tr>
<td>1B</td>
<td>Term 3 Week 1</td>
<td>10</td>
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<td>Historical Process - Process Log and Annotated sources</td>
<td>HE12-1, HE12-2, HE12-3, HE12-4</td>
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<td>Wednesday 24 July</td>
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<td>Hand in by 8:00am</td>
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<td>2</td>
<td>Term 3 Week 1</td>
<td>20</td>
<td></td>
<td>History Project: Fully Referenced Essay (hand-in)</td>
<td>HE12-1, HE12-2, HE12-3, HE12-4</td>
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<td>Wednesday 24 July</td>
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<td>Hand in by 8:00am</td>
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<td>3</td>
<td>Trial HSC Examination Period</td>
<td>15</td>
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<td>Trial HSC examination Part 1 'What is History?' (Key Questions) Part 2 'What is History?' (Case Study - Appeasement)</td>
<td>HE12-1, HE12-3, HE12-4</td>
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</table>

HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

Knowledge and Understanding:
HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

Skills:
HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Unit Code</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 4</td>
<td>N/A</td>
<td>N/A</td>
<td>Use food preparation equipment Prerequisite: SITXFSA001</td>
<td>SITHCCC001</td>
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<td>Wednesday 7 November Period 2</td>
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<tr>
<td>2</td>
<td>Term 4 Week 7</td>
<td>N/A</td>
<td>N/A</td>
<td>Show social and cultural sensitivity Interact with customers Work effectively with others</td>
<td>SITXCOM002 SITXCCS003 BSBWOR203</td>
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<tr>
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<td>Wednesday 28 November Period 2</td>
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<tr>
<td>3</td>
<td>Term 1 Week 4</td>
<td>N/A</td>
<td>N/A</td>
<td>Serve food and beverage Prerequisite: SITXFSA001</td>
<td>SITHFAB007</td>
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<tr>
<td></td>
<td>Wednesday 20 February Period 2</td>
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<td>4</td>
<td>Term 2 Week 4</td>
<td>N/A</td>
<td>N/A</td>
<td>Source and use information on the hospitality industry Use hospitality skills effectively</td>
<td>SITHIND002 SITHIND003</td>
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<tr>
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<td>Wednesday 22 May Period 2</td>
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<td>5</td>
<td>Trial HSC Examination</td>
<td>100</td>
<td>Trial HSC Examination</td>
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</table>

Total 100

AREAS OF ASSESSMENT

Assessment in both the VET and HSC courses is based on the following competencies:

- SITXWHS001 Participate in safe work practices
- SITXFSA001 Use hygienic practices for food safety
- BSBWOR203 Work effectively with others
- SITHIND002 Source and use information on the hospitality industry
- SITHFAB004 Prepare and serve non-alcoholic beverages Prerequisite: SITXFSA001
- SITHFAB005 Prepare and serve espresso coffee Prerequisite: SITXFSA001
- SITHFAB007 Serve food and beverage Prerequisite: SITXFSA001
- SITXCCS003 Interact with customers
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITHCCC002 Prepare and present simple dishes Prerequisite: SITXFSA001
- SITHCCC003 Prepare and present sandwiches Prerequisite: SITXFSA001
- SITHCCC001 Use food preparation equipment Prerequisite: SITXFSA001
- BSBCMM201 Communicate in the workplace

Hospitality is a competency-based course. Competencies are assessed not by a mark but by either Competent or Not Yet Competent. Students are given 3 attempts to demonstrate the achievement of a unit of competency. The end of Semester examinations are reported on with a mark.

When completing this course students are concurrently studying for two records of achievement:

- Hospitality (VET) for which there are no formal examinations or written tests
- Hospitality (HSC) based on the same range of work, assessed by practical assessment in the Kitchen and work place and an HSC examination. In Year 12 a single mark for each student is determined by the School based on the Semester 2 report result and is sent to NESA. This mark is an examination estimate for use in the event of student misadventure. This mark is not used for any other purpose. The HSC mark awarded to students completing a Hospitality course is entirely derived from a single theoretical examination. This examination is prepared by NESA and is held during the normal HSC period.

Hospitality does not have separate Year 11 and HSC components. It is taught continuously for two years across Years 11 and 12.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 3</td>
<td>100</td>
<td>30</td>
<td>Major Project Drawings and Ideas Development Report</td>
<td>H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2</td>
</tr>
<tr>
<td></td>
<td>Term 1 Week 3, Monday 11 February</td>
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<tr>
<td></td>
<td>Period 5</td>
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<td></td>
<td>Term 2 Week 4, Monday 20 May</td>
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<td>Period 5</td>
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<td></td>
<td>Term 3 Week 2, Wednesday 31 July</td>
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<td></td>
<td>Period 1</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td></td>
<td>20</td>
<td>Trial HSC Examination</td>
<td>H1.1, H1.2, H3.1, H4.3, H6.1, H7.1, H7.2</td>
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<td></td>
<td>Total 100</td>
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</tr>
</tbody>
</table>

## HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 3</td>
<td>100</td>
<td>30</td>
<td>Major Project Drawings and Ideas Development Report</td>
<td>H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2</td>
</tr>
<tr>
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<td>Monday 11 February Period 5</td>
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<td>Monday 20 May Period 5</td>
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<td>Wednesday 31 July Period 1</td>
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<td>Trial HSC Examination</td>
<td>H1.1, H1.2, H3.1, H4.3, H6.1, H7.1, H7.2</td>
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<tr>
<td></td>
<td>Period 2</td>
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</tbody>
</table>

Total 100

## HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **H1.1** investigates industry through the study of businesses in one focus area.
- **H1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.
- **H1.3** identifies important historical developments in the focus area industry.
- **H2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- **H3.1** demonstrates skills in sketching, producing and interpreting drawings.
- **H3.2** selects and applies appropriate research and problem-solving skills.
- **H3.3** applies and justifies design principles through the production of a Major Project.
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- **H6.2** applies the principles of quality and quality control.
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## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>HSC Outcomes referred to</th>
</tr>
</thead>
</table>
| 1    | Term 1 Week 3  
Thursday 14 February  
Period 6 | 50                      | 20                     | Database Task                        | H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2 |
| 2    | Term 2 Week 4  
Thursday 23 May  
Period 6 | 50                      | 20                     | Communications Task                  | H2.1, H3.1, H4.1, H7.1   |
| 3    | Term 3 Week 3  
Thursday 8 August  
Period 6 | 30                      |                        | Multimedia and Decision Support  
Systems Task                        | H1.2, H2.2, H3.2, H5.1, H6.2, H7.1, H7.2 |
| 4    | Trial HSC Examination Period | 30                     |                        | Trial HSC examination                | H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H7.1 |

Total 100

## SYLLABUS ASSESSMENT COMPONENTS

C1 Knowledge & understanding of course content 60%

C2 Knowledge & skills in the design and development of information systems 40%

## HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

H4.1 proposes ways in which information systems will meet emerging needs
H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
H5.2 assesses the ethical implications of selecting and using specific resources and tools
H6.1 analyses situations, identifies a need and develops solutions
H6.2 selects and applies a methodical approach to planning, designing or implementing a solution
H7.1 implements effective management techniques
H7.2 uses methods to thoroughly document the development of individual and/or group projects
H1.1 applies an understanding of the nature and function of information technologies to a specific practical situation
H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
H2.1 analyses and describes a system in terms of the information processes involved
## LEGAL STUDIES

### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>HSC Outcomes referred to</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9</td>
<td>100</td>
<td>30</td>
<td>Oral Presentation Task - Crime, Human Rights</td>
<td>H1, H2, H4, H5, H6, H7, H8, H10</td>
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<tr>
<td></td>
<td>Friday 29 March</td>
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<td></td>
<td>12LS1 Period 2</td>
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<td>12LS2 Period 4</td>
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<tr>
<td>2</td>
<td>Term 2 Week 8</td>
<td>40</td>
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<td>Research and in class task</td>
<td>H1, H3, H4, H5, H7, H8, H9, H10</td>
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<td>Friday 21 June</td>
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<tr>
<td>3</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination All Topics</td>
<td>H1 – H10</td>
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<td>Total 100</td>
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</table>

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student:

- **H1.1** applies domestic and international legal vocabulary in appropriate contexts.
- **H1.2** assesses the role of Australian and major international legal institutions.
- **H2.1** explains the origins and sources of Australian and international law.
- **H2.2** compares similarities and contrasts differences in relation to customary law, statutory law, common law and international law.
- **H2.3** evaluates the effectiveness of domestic law in responding to global challenges.
- **H3.1** analyses the interrelationship between law, justice and society and the changing nature of law.
- **H3.2** assess how cultures and values of different groups within society impact on the legal system.
- **H3.3** evaluates the effectiveness of the processes and mechanisms of change in the legal system.
- **H3.4** analyses legislation, cases, media reports and opinions to review arguments for change and reform in the law.
- **H4.1** analyses specific problems encountered in gaining access to the legal system.
- **H4.2** assesses the effectiveness of dispute resolution mechanisms.
- **H4.3** explains rights and responsibilities and evaluates the provisions of domestic and international legal systems in addressing these issues.
- **H5.1** selects and organises relevant information from a variety of sources and evaluates information and sources for usefulness, validity and bias.
- **H5.2** investigates, analyses and synthesises legal information from a variety of perspectives and presents the findings of investigations.
- **H5.3** communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues using appropriate written and oral forms.
- **H5.4** uses planning and review strategies to manage effectively the competing demands of complex tasks and makes effective use of time and resources.
# ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description*</th>
<th>Outcomes referred to *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 5</td>
<td>50</td>
<td>20</td>
<td>Written Test</td>
<td>P2 – P8, H2 – H7, H9</td>
</tr>
<tr>
<td></td>
<td>Thursday 15 November</td>
<td></td>
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<td>Quadratics and Differentiation</td>
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<tr>
<td></td>
<td>Period 4</td>
<td></td>
<td></td>
<td>Topics: 2.5, 6.8, 9.1 – 9.5, 10.1 – 10.8</td>
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</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9</td>
<td>50</td>
<td>20</td>
<td>Written Test</td>
<td>P2 – P8, H2 – H9</td>
</tr>
<tr>
<td></td>
<td>Assessment Week</td>
<td></td>
<td></td>
<td>Sequences, Series and Applications. Geometrical Applications, Integration</td>
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<td>Topics: 7.1 – 7.3, 7.5, 10.1 -10.8, 11.1 – 11.4</td>
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<tr>
<td>3</td>
<td>Term 2 Week 9</td>
<td>20</td>
<td></td>
<td>Written Test</td>
<td>P2 – P8, H2 – H9</td>
</tr>
<tr>
<td></td>
<td>Wednesday 26 June</td>
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<td></td>
<td>The entire Year 11 Mathematics course is assumed knowledge for this task plus 12.1 – 12.5</td>
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<td></td>
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<tr>
<td>4</td>
<td>Trial HSC Examination</td>
<td>40</td>
<td></td>
<td>Trial Examination</td>
<td>P2 – P8, H2 – H9</td>
</tr>
<tr>
<td></td>
<td>Period</td>
<td></td>
<td></td>
<td>The entire Year 11 Mathematics course is assumed knowledge for this task plus 13.1 – 13.7, 14.1 – 14.3, 3.1 – 3.3</td>
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</tr>
</tbody>
</table>

**Total 100**

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **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.

### YEAR 11 COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **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 concepts of a function and the relationship between a 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.
# Mathematics Extension 1

## Assessment Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description*</th>
<th>Outcomes referred to *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 5 Wednesday 14 November Period 6</td>
<td>50</td>
<td>20</td>
<td>Written Test The entire Preliminary Mathematics course is assumed knowledge for this task plus Sequences, Series and Applications. Geometrical Applications, Integration Topics: 7.1 – 7.3, 7.5, 10.1 - 10.8, 10.5E, 11.1 – 11.4, 11.5E</td>
<td>P2 – P8 H2 – H9 PE2 – PE6 HE5, HE6</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 9 Thursday 27 June Period 4</td>
<td>20</td>
<td></td>
<td>Written Test The entire Year 11 Mathematics course is assumed knowledge for this task plus 15.1E – 15.5E</td>
<td>P2 – P8 H2 – H9 PE2 – PE6 HE4, HE5, HE6, HE7</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>40</td>
<td></td>
<td>Trial Examination The entire Year 11 &amp; HSC Mathematics course is assumed knowledge for this task and the above plus 7.4E, 14.1E – 14.4E, 17.1E – 17.3E, 18.1E – 18.2E</td>
<td>P2 – P8 PE2 – PE6 H2 – H9 HE2 – HE7</td>
</tr>
</tbody>
</table>

Total 100

Note that the internal assessment in Mathematics Extension 1 Stage 6 may involve all the Year 11 course, hence the Year 11 outcomes are listed below the HSC outcomes and are assumed knowledge. Also Extension 1 encompasses Year 11 and HSC Mathematics on the previous pages as questions for ‘Harder 2 Unit’ can be used.

### HSC Course Outcomes are as follows:

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

### Year 11 Course Outcomes are as follows:

A student
- 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 demonstrates 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.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description*</th>
<th>Outcomes referred to *</th>
</tr>
</thead>
</table>
| 1    | Term 1 Week 9 Assessment Week | 100 | 25 | Written Test  
Graphs, Complex Numbers, Integration  
Topics: 1.1–1.9, 2.1 – 2.5, 4.1 | E2, E3, E6, E8, E9 |
|      |          |                        |                        |               | **100**               |
| 2    | Term 2 Week 9 Tuesday 25 June Period 1 | 35 |  | Written Test  
The entire Year 11 & Year 12 Mathematics, Mathematics Extension 1 courses is assumed knowledge for this task and the above plus Volumes, Polynomials, Conics | E2 – E9 |
| 3    | Trial HSC Examination Period | 40 |  | Trial Examination  
The entire Year 11 & Year 12 Mathematics, Mathematics Extension courses is assumed knowledge for this task, and the above plus Mechanics and Harder 3 Unit topics | E2 – E9 |
|      |          |                        |                        |               | **100**               |

Note: that the internal assessment in Mathematics Extension 2 may involve all the Year 11 and Year 12 Extension 1 (and therefore Year 11 and HSC Mathematics Course) on the previous pages.

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description*</th>
<th>Outcomes referred to</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 2</td>
<td>50</td>
<td>25</td>
<td>Written Test Networks (N2.1, N2.2)</td>
<td>MS2-12-8, MS2-12-9, MS2-12-10</td>
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<td>Monday 4 February Period 4</td>
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<tr>
<td>2</td>
<td>Term 1 Week 9</td>
<td>50</td>
<td>25</td>
<td>Written Test Financial Mathematics (F4.1, F4.2)</td>
<td>MS2-12-5, MS2-12-9, MS2-12-10</td>
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<td>3</td>
<td>Term 2 Week 7</td>
<td>20</td>
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<td>Project Measurement and Statistical Analysis (M7, M6, S4)</td>
<td>MS2-12-3, MS2-12-4, MS2-12-10, MS2-12-9, MS2-12-12-2, MS2-12-7</td>
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<td>Issued Wed 12/6 P4 Week 9</td>
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<td>Due Wed 26/6 P4</td>
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<tr>
<td>4</td>
<td>Trial HSC Examination</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination All topics to date (11/12) including MS-A4, MS-M6, M7, MS-F4, F5, MS-S4, S5, MS-N2, N3</td>
<td>All Year outcomes is assumed knowledge plus: MS2-12-1 to MS2-12-10 inclusive</td>
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<td>Period</td>
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</table>

Note that the internal assessment in Mathematics Standard 2 Stage 6 may be based on the Year 11 course. Hence the Year 11 outcomes related are assumed knowledge and listed below the HSC outcomes for convenience.

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **MS2-12-1**: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- **MS2-12-2**: analyses representations of data in order to make inferences, predictions and draw conclusions
- **MS2-12-3**: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
- **MS2-12-4**: analyses two-dimensional and three-dimensional models to solve practical problems
- **MS2-12-5**: makes informed decisions about financial situations, including annuities and loan repayments
- **MS2-12-6**: solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- **MS2-12-7**: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- **MS2-12-8**: solves problems using networks to model decision-making in practical problems
- **MS2-12-9**: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
- **MS2-12-10**: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

### YEAR 11 COURSE OUTCOMES ARE AS FOLLOWS:

A student

- **MS11-1**: uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- **MS11-2**: represents information in symbolic, graphical and tabular form
- **MS11-3**: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- **MS11-4**: performs calculations in relation to two-dimensional figures
- **MS11-5**: models relevant financial situations using appropriate tools
- **MS11-6**: makes predictions about everyday situations based on simple mathematical models
- **MS11-7**: develops and carries out simple statistical processes to answer questions posed
- **MS11-8**: solves probability problems involving multistage events
- **MS11-9**: uses appropriate technology to investigate, organise and interpret information in a range of contexts
- **MS11-10**: justifies a response to a given problem using appropriate mathematical terminology and/or calculations
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>HSC Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday 13 February Hand in by 8:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuesday 11 June Hand in by 8:00am</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination All topics, including Change in the Modern World - Civil Rights in the USA, 1945-1968</td>
<td>MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9</td>
</tr>
</tbody>
</table>

**Total 100**

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

**Knowledge and Understanding**
- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and development of the modern world

**Skills**
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 Monday 26 November Period 3</td>
<td>50</td>
<td>20</td>
<td>Composition Portfolio and Aural Analysis Topic 1 - Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic</td>
<td>H2, H4, H5, H6, H7, H8</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>50</td>
<td>20</td>
<td>Presentation of Performance and Viva Voce Topic 2 - Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic</td>
<td>H1, H2, H4, H5, H6</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 3 Wednesday 15 May Period 3 Half Yearly Examination</td>
<td>30</td>
<td></td>
<td>Presentation or Submission: Elective Option for Topics 1 and 2 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</td>
<td>H1 - 8</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination Aural Skills Examination - Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3</td>
<td>H1 - 8</td>
</tr>
</tbody>
</table>

Total 100

- Performance Core 10 Elective 1 15
- Composition Core 10 Elective 2 15
- Musicology Core 10 Elective 3 15
- Aural 25

### OBJECTIVES AND OUTCOMES ARE AS FOLLOWS:

**Objective:** To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

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.

**Objective: To develop the skills to evaluate music critically**

Through activities in performance, composition, musicology and aural, a student:

- **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.

**Objective: To develop an understanding of the impact of technology on music**

Through activities in performance, composition, musicology and aural, a student:

- **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.

**Objective: To develop personal values about music**

Through activities in performance, composition, musicology and aural, a student:

- **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.

Teachers will select appropriate outcomes based on Elective options selected by each student.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
</table>
| 1    | Term 1 Week 8  
Monday 18 March  
Period 3        | 40          | 20                      | Composition Draft  
Mandatory Topic - Music of the last 25 years (Australian Focus)  
Submit composition portfolio work in progress including samples of stylistic features | H3, H5, H6, H7, H9 |
| 2    | Term 1 Week  
9 Half Yearly Examination Assessment Week | 60          | 30                      | Presentation of Core Performance  
Mandatory Topic - Music of the last 25 years (Australian Focus) Solo or ensemble performance including reflection on own interpretation | H1, H2, H5, H6, H7 |
| 3    | Term 3 Week 3  
Monday 5 August  
Period 3        | 20          |                         | Presentation or Submission  
Mandatory Topic - Music of the last 25 years (Australian Focus) and Additional Topic  
Presentation of elective performances or elective composition portfolio or elective musicology portfolio | H1 - 9 |
| 4    | Trial HSC Examination Period | 30          |                         | Trial HSC Examination  
Musicology and Aural Skills Examination  
Melodic and rhythmic notation exercise and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features | H2, H4, H5, H6, H8 |
|      |           |                         |                         | Total 100 | Core Performance 20  
Core Composition 20  
Core Musicology 20  
Core Aural 20  
Elective P/C or M 20 |

### OBJECTIVES AND OUTCOMES ARE AS FOLLOWS:

Objective: to develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts. 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.

### OBJECTIVE: TO DEVELOP THE SKILLS TO EVALUATE MUSIC CRITICALLY

Through activities in performance, composition, musicology and aural, a student:
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.

### OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF THE IMPACT OF TECHNOLOGY ON MUSIC

Through activities in performance, composition, musicology and aural, a student:
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.

### OBJECTIVE: TO DEVELOP PERSONAL VALUES ABOUT MUSIC

Through activities in performance, composition, musicology and aural, a student:
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.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting</th>
<th>Semester 2 Weighting</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1 Week 9 Assessment Week</td>
<td>50</td>
<td>15</td>
<td><strong>Performance</strong> – Viva voce on interpretation of two repertoire pieces OR <strong>Composition</strong> portfolio including details of musical influences and repertoire that has informed and guided the compositional process OR <strong>Musicology</strong> portfolio with research and critical analysis of works</td>
<td>H1-6 *</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total 50</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Term 2 Week 8 Monday 17 June</td>
<td>17.5</td>
<td></td>
<td><strong>Performance</strong> presentation of repertoire and portfolio including critical appraisal of professional recordings OR <strong>Composition</strong> portfolio including analysis of works and styles and draft compositions OR <strong>Musicology</strong> portfolio including development of hypothesis with analytical support</td>
<td>H1-6 *</td>
</tr>
<tr>
<td>3</td>
<td>Trial HSC Examination Period</td>
<td>17.5</td>
<td></td>
<td><strong>Trial HSC Examination</strong> <strong>Performance</strong> presentation of repertoire and critical appraisal of peer performances OR <strong>Composition</strong> submission of preliminary recording and portfolio with reflection and revision of the compositional process OR <strong>Musicology</strong> portfolio with written draft, viva voce including reflections on professional critiques of related concert programs</td>
<td>H1-6 *</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total 50</strong></td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVES AND OUTCOMES ARE AS FOLLOWS:**

Objective: to refine knowledge and skills associated with Performance, Composition or Musicology

Through **performance** and related activities, a student:
- Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
- Leads critical evaluation and discussion sessions on all aspects of his/her own performance and the performances of others
- Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
- Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
- Presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
- Critically analyses the use of musical concepts to present a stylistic interpretation of music performed.

Through **composition** and related activities, a student:
- Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
- Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
- Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
- Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
- Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
- Critically analyses the use of musical concepts to present a personal compositional style.

Through **musicology** and related activities, a student:
- Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
- Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
- Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the chosen area of research
- Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
- Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
- Critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

ASSessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 5 Friday 16 November 12PDH1 - Period 2, 12PDH2 - Period 4, 12PDH3 - Period 5</td>
<td>20</td>
<td>20</td>
<td>Research Project on Energy Systems</td>
<td>H7, 8, 9, 10, 16, 17</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 9 Half Yearly Examination Assessment Week</td>
<td>40</td>
<td>25</td>
<td>Half-Yearly Examination</td>
<td>H6, 7, 8, 9, 10, 11, 13, 16, 17, H2, 4, 5, 6, 14, 15, 16</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 7 Friday 14 June 12PDH1 - Period 2, 12PDH2 - Period 4, 12PDH3 - Period 5</td>
<td>40</td>
<td>25</td>
<td>In-Class written task on Core 1 and Sports Medicine</td>
<td>H2, 4, 5, 6, 14, 15, 16</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>HSC Trial Examination</td>
<td>H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17</td>
</tr>
</tbody>
</table>

Total 100

Components:

1. Knowledge and Understanding of
   - Factors that affect health
   - The way the body moves (Total Weight 40%)

2. Skills in:
   - Influencing personal and community health
   - Taking action to improve participation and performance in physical activity (Total Weight 30%)

3. Skills in critical thinking, research and analysis (Total Weight 30%)

HSC course outcomes are as follows:

A student

H1 describes the nature and justifies the choice of Australia’s health priorities.

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk.

H3 analyses the determinants of health and health inequities.

H4 argues the case for the new public health approach to health promotion.

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities.

H6 demonstrates a range of personal health skills that enables them to promote and maintain health.

H7 explains the relationship between physiology and movement potential.

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.

H9 explains how movement skill is acquired and appraised.

H10 designs and implements training plans to improve performance.

H11 designs psychological strategies and nutritional plans in response to individual performance needs.

H12 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3).

H13 argues the benefits of health-promoting actions and choices that promote social justice.

H14 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.

H15 designs methods of gathering, interpreting and communicating information about health and physical activity concepts.

H16 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Date Due</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
</table>
| 1    | Term 4 Week 6  
Tuesday 20 November  
Period 2, 5, 6 | 60 | 25 | Practical Task | PH12-1 to PH12-7 |
| 2    | Term 1 Week 9  
Assessment Period | 40 | 10 | Half Yearly Examination | PH12-1 to PH12-7  
PH12-12, PH12-13 |
|      |          |                        |                        |             | 100                 |
| 3    | Term 2 Week 7  
Submit by Tuesday 11 June  
8:30am  
Term 3 Week 2  
Friday 2 August (All Day)  
10-15 mins per student | 35 | 10 | Depth Study Report  
Depth Study Viva Voce | PH12-1, PH12-5,  
PH12-6, PH12-7,  
PH12-15 |
| 4    | Trial HSC Examination  
Period | 30 | 10 | Trial HSC Examination | PH12-1 to PH12-7  
PH12-12 to PH12-15 |
|      |          |                        |                        |             | Total 100            |

**HSC COURSE OUTCOMES ARE AS FOLLOWS:**

A student

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

PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11/12-5 analyses and evaluates primary and secondary data and information

PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

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

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

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 Friday 24 November Period 4</td>
<td>40</td>
<td>20</td>
<td>Open-ended Investigation</td>
<td>H1, H3, H4, H6, H10 - H15</td>
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<tr>
<td>2</td>
<td>Term 2 Half Yearly Examinations</td>
<td>60</td>
<td>20</td>
<td>Half Yearly Examination</td>
<td>H1, H2, H4, H6-9, H11, H12, H14</td>
</tr>
<tr>
<td>3</td>
<td>Term 3 Week 1 Wednesday 25 July Period 1</td>
<td>30</td>
<td></td>
<td>Practical Task</td>
<td>H11-15</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Trial HSC Examination</td>
<td>H1-12, H14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total 100</td>
<td></td>
</tr>
</tbody>
</table>

**Components:**
1. Knowledge and Understanding (Total Weight 40%)
2. Investigation Related Skills (Total Weight 30%)
3. Thinking and Communication Skills (Total Weight 30%)

**HSC COURSE OUTCOMES ARE AS FOLLOWS:**
A student

H1 Discusses major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.

H2 Applies the processes that are used to test and validate models, theories, and laws to investigations.

H3 Assesses the contribution of scientific advances to the development of technologies.

H4 Assesses the impacts and implications of scientific research on society and the environment.

H5 Describes possible future directions of scientific research.

H6 Describes the uses of the Earth’s resources.

H7 Identifies effects of internal and external environmental changes on the human body.

H8 Relates the properties of chemicals to their use.

H9 Relates the structure of body organs and systems to their functions.

H10 Discusses ways in which different forms of energy and energy transfers and transformations are used.

H11 Justifies the appropriateness of a particular investigation plan.

H12 Evaluates ways in which accuracy and reliability could be improved in first hand and secondary investigations.

H13 Uses reporting styles appropriately and successfully to communicate information and understanding.

H14 Assesses the validity of conclusions from gathered data and information.

H15 Explains why an investigation is best undertaken individually or by a team.

H16 Demonstrates and justifies their positive values about and attitudes towards the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.
## SOFTWARE DESIGN & DEVELOPMENT

### ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Approx Date Due</th>
<th>Weighting Semester 1 Report %</th>
<th>Weighting Semester 2 Course %</th>
<th>Description</th>
<th>Course Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Submit last lesson of Term 4, Week 7 Thursday 29 November Period 2</td>
<td>40</td>
<td>15</td>
<td>Group Research and Presentation</td>
<td>2.1, 4.1, 4.2, 5.2, 6.2, 6.4</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 8 Thursday 21 March Period 5</td>
<td>60</td>
<td>25</td>
<td>Case Study</td>
<td>1.1, 2.3, 5.1, 5.2</td>
</tr>
<tr>
<td>3</td>
<td>Final Submission Term 3, last lesson of Week 4 Thursday 15 August Period 5</td>
<td>30</td>
<td></td>
<td>Individual Software Development Project (SDP)</td>
<td>3.2, 4.2, 4.3, 5.1, 5.2, 5.3, 6.3</td>
</tr>
<tr>
<td>4</td>
<td>Trial HSC Examination Period</td>
<td>30</td>
<td></td>
<td>Final Exam</td>
<td>1.2, 1.3, 3.1, 5.2, 6.1, 6.4</td>
</tr>
</tbody>
</table>

### SYLLABUS COMPONENTS

- **C1** knowledge and understanding of course content
- **C2** knowledge and skills in the design and development of software solutions

### HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student
- **H1.1** explains the interrelationship between hardware and software
- **H1.2** differentiates between various methods used to construct software solutions
- **H1.3** describes how the major components of a computer system store and manipulate data
- **H2.1** explains the implications of the development of different languages
- **H2.2** explains the interrelationship between emerging technologies and software development
- **H3.1** identifies and evaluates legal, social and ethical issues in a number of contexts
- **H3.2** constructs software solutions that address legal, social and ethical issues
- **H4.1** identifies needs to which software solutions are appropriate
- **H4.2** applies appropriate development methods to solve software problems
- **H4.3** applies a modular approach to implement well structured software solutions and evaluates their effectiveness
- **H5.1** applies project management techniques to maximise the productivity of the software development
- **H5.2** creates and justifies the need for the various types of documentation required for a software solution
- **H5.3** selects and applies appropriate software to facilitate the design and development of software solutions
- **H6.1** assesses the skills required in the software development cycle
- **H6.2** communicates the processes involved in a software solution to an inexperienced user
- **H6.3** uses and describes a collaborative approach during the software development cycle
- **H6.4** develops and evaluates effective user interfaces, in consultation with appropriate people
ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Semester 1 Weighting %</th>
<th>Semester 2 Weighting %</th>
<th>Description</th>
<th>Outcomes referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4 Week 7 30 November Period 4</td>
<td>50</td>
<td>Practical - 10</td>
<td>Development of the Body of Work Art Making + VAPD</td>
<td>H1, 2, 3, 4</td>
</tr>
<tr>
<td>2</td>
<td>Term 1 Week 7 Wednesday 13 March Period 2</td>
<td>50</td>
<td>Theory - 25</td>
<td>Research Assignment Gallery and Exhibition Visit + Viva Voce (oral + written + visual)</td>
<td>H7, 8, 9, 10</td>
</tr>
<tr>
<td>3</td>
<td>Term 2 Week 8 Thursday 20 June Period 5</td>
<td>Practical 20</td>
<td></td>
<td>Body of Work Progress Artmaking</td>
<td>H1, 2, 3, 4, 5, 6,</td>
</tr>
<tr>
<td>4</td>
<td>Term 3 Week 4 Monday 12 August Period 1 Trial HSC Examination Period</td>
<td>Practical 20</td>
<td>Theory 25</td>
<td>Trial HSC – Body of Work Submission (fully resolved) Artmaking Trial HSC Examination Art Criticism &amp; Art History</td>
<td>H2, 4, 5, 6, H7, 8, 9, 10</td>
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<td>Total 100</td>
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HSC COURSE OUTCOMES ARE AS FOLLOWS:

A student:

H1 initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.

H2 applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.

H3 demonstrates an understanding of the frames when working independently in the making of art.

H4 selects and develops subject matter and forms in particular ways as representations in 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 relationships among the artist, artwork, world and audience.

H9 demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.

H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.
EXAM DATES 2019

**HSC HALF YEARLY EXAMS:**
Exams commence: Monday, 25 March 2019
Exams end: Friday, 29 March 2019

**HSC TRIAL EXAMS**
Exams commence: Monday, 19 August 2019
Exams end: Friday, 30 August 2019

**HIGHER SCHOOL CERTIFICATE EXAMS (anticipated dates)**
Exams commence: Thursday, 17 October 2019
Exams end: Friday, 8 November 2019
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