

MURRAY HIGH SCHOOL

HSC

Course Assessment Policy

2018



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Murray High School

HSC Course

Assessment Policy

Year 12 – 2017/2018

CONTENTS

- 1) HSC Assessment Policy
- 2) Absence from an Assessment Task Form
(sample only)
- 3) Submission of Assessment Work Form
(sample only)
- 4) Illness and Misadventure Appeal Form
- 5) Board Developed Courses
(Subject Policies)
- 6) Vocational Education and Training Courses
- 7) Year 12 Assessment Task
Schedule, 2017/18
- 8) Glossary of Keywords

Further information can be found in:

the Assessment Certification Examination (ACE) website, which provides current information to principals, teachers, parents and students about the rules and procedures set by the Board of Studies for secondary education in New South Wales. This website replaces the *ACE Manual* (2005).

Introduction

To the student,

Welcome to Higher School Certificate Course Assessment. All schools are required to submit assessment of student achievement to the Board of Studies at the end of the HSC Course whether it be a Board Developed Course or a Board Endorsed Course. These assessments are intended to measure your achievement and progress in each course in relation to syllabus standards.

In addition to the formal assessment program you will also be required to attempt other tasks, e.g. tests, essays, assignments etc., which will provide you with opportunities to practise your skills and to provide you and your teachers with information about your progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the HSC requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with Distance Education and/or TAFE, or other schools/colleges **must also follow the assessment procedures established by these institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2-unit value or greater
- at least four subjects (with no more than 6 units of Science courses)

What Is An Assessment Mark?

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by the Board of Studies. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course, and is reported on your HSC Record of Achievement. You are required to complete school-based assessment tasks for the Board Developed HSC courses you study. (VET and Life Skills courses have different requirements).

What Will Happen To The Assessment Marks Submitted By The School?

The raw assessment marks provided by the school in any Board Course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed Course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

What Will Be On The HSC?

If you meet all the requirements, you will be awarded a Higher School Certificate. You will actually receive three documents, the HSC, the Record of Achievement and the Course Report. The certificate shows your name and school. The Board of Studies issues the HSC Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

NB No assessment mark is shown for VET courses. For 240-hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

What About University Entrance?

Entry from Year 12 into University courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by Universities, not the Board of Studies, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started Year 7 high school with you.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses. (Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) handbook).

When Will I Be Assessed?

For all Board Courses, formal assessment will not begin until after Week 5, Term 4, 2017.

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

Assessment tasks will not be set for completion in the week before the Trial Examinations.

What Will Be Assessed?

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least 2 weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

When Will Assessment Tasks Be Handed In?

Assessment tasks which are completed at home **MUST** be handed to the Faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, i.e., those undertaken during class time and examinations, will be handed in at the end of the allocated time.

What Must I Do When I Hand In An Assessment Task?

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been completed.

Will I Know How I Am Achieving In Assessment Tasks?

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group in that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking in that course.

It is important to note that you **will NOT** be informed about your final assessment mark awarded by the school in each subject. However, you will receive an assessment rank reported on your Year 12 Mid-Course Report and your Trial HSC Report.

Can I Question The Marking Of An Assessment Task?

As a general rule no. The teachers' judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

How Am I Notified Of Assessment Tasks?

You will be given written notification of assessment tasks at least two weeks before the date of the task. If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence

If you know that you will be absent, it your responsibility to check your HSC Course Assessment Booklet to see if you have any assessment tasks coming up and to see your teacher regarding notification for these tasks. It is your responsibility to follow this procedure if you are going to be absent for any reason, including school authorised such as work placements, TAFE and school excursions.

If you experience an illness or misadventure on the day when notification is given of an assessment task, this does not automatically give you an extension for the task. It is your responsibility to contact your teacher and seek the notification of the task. If you feel that you have been disadvantaged by illness or misadventure, then you may submit an Absence from Assessment Task form applying for an extension, accompanied by supporting documentation such as a medical certificate.

What Happens If I Fail To Hand In An Assessment Task On Time?

LATE SUBMISSION OF TASKS

It should be clearly understood that responsibility for submitting required work by the due date rests with you. The Board of Studies requires that, *"If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task."* (NESA website). Submission or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection by the teacher or posting it to arrive at the school by the due date. Where you have been absent on the day the assessment task was due and the task was not handed in by arrangement, due to illness or misadventure, the student must hand the task to their teacher on their first day of attendance.

SICKNESS

If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal. If you fail to do this, you will receive a zero mark and an 'N' warning letter. When your sickness has been verified by a medical certificate, the Deputy Principal will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

MISADVENTURE

Where you claim a "misadventure" has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

Remember that the responsibility rests on you to get your work in on time.

What Happens If I Am Absent On The Day An Assessment Task Is Scheduled?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not a valid reason to miss an assessment task. If you are away unexpectedly then it is **your responsibility** to contact the Deputy Principal, **BEFORE** the commencement of the task.

If the reason for your absence is unsatisfactory, as determined by the Deputy Principal, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternative time or award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

Oral Tasks

You must be present for every lesson until your oral task has been delivered. If you do not attend a lesson without following the procedures in this policy for missing an assessment task, you will receive a mark of zero. This includes circumstances where you are aware beforehand of an absence. If you are aware that you will be absent for a lesson during oral presentations for any reason, including but not limited to appointments or excursions, it is your responsibility to arrange with the Head Teacher to complete your oral presentation before this absence.

It is YOUR responsibility to follow the procedures outlined below.

What to do if you know you are going to miss an Assessment Task

- 1) Report to the Deputy Principal with a note from parents/carers and any relevant documentation explaining the situation.
- 2) Complete the “ Known Absence from an Assessment Task” form
- 3) Return the “ Known Absence from an Assessment Task” form to the DP
- 4) Report the Deputy Principal before school **on the day of your return** to school to organise the completion of their task.
- 5) Complete the task as instructed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

What to do if you are going to miss an Assessment Task due to illness or misadventure

- 1) Contact the school immediately or when practicable.
- 2) Organise a doctor’s certificate or appropriate documentation.
- 3) Report to the Deputy Principal with the appropriate documentation before school **on the day of your return** to school to organise the completion of your task.
- 4) Complete the “Illness and Misadventure Form” form
- 5) Return the “Illness and Misadventure Form” form to the DP.
- 6) Complete the task as instructed on the day of returning to school.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

Partial Absence or truancy on the date of an assessment task

If a student undertakes an in-class or examination assessment task, but does not attend school that day until the time that the task is scheduled, or truants class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

Suspension

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal/Deputy Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

What Happens If I Am Caught Cheating Or Seeking To Gain An Unfair Advantage In An Assessment Task?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. The Board of Studies requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the Principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

HSC: All My Own Work

The **HSC: All My Own Work** program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

At Murray High School this program needs to be completed prior to the commencement of the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

What Happens If Tasks Are Not Attempted?

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the Principal will advise you of the school's decision, the consequences and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by the Board of Studies
- achieving some or all of the course outcomes
- applying yourself with diligence and sustained effort to the set school tasks.

Non-genuine attempt at assessment tasks

The Board of Studies states that its, "*minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.*" (Board of Studies ACE website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the set task and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' Award letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt and sent a photocopy of the submitted assessment task by the Head Teacher. The task will need to be resubmitted or completed. The original mark will still be recorded.

MONITORING PROCEDURES – STUDENT PROGRESS

The Department of Education and Communities (DEC) Policy

The DET's 1999 document "Procedures for the Suspension and Expulsion of School Students" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work;
- non-serious attempts to meet course objectives
- non-compliance with Board of Studies requirements for the award of an HSC.

The Board of Studies (BOS) Policy

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- *followed the course developed or endorsed by the Board; and*
- *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;*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. The Board requires principals to **issue a minimum of two warnings before a final 'N' determination is made**. If this occurs, then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

MONITORING PROCEDURES - ATTENDANCE

The Board of Studies policy states that, "*For **post-compulsory students**, principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.*" (Board of Studies ACE website).

The Department of Education and Communities requires that you attend a minimum of 85% of lessons. Where your attendance falls below this, a written warning will be issued. If your attendance continues to be unsatisfactory, the Principal will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education and Communities, may expel you. You have the right to appeal this expulsion decision.

Expulsion

You may be expelled for "non-satisfactory participation in learning". This means you have not met the outcomes of your courses because of:

- absences, or
- failure to complete course work.

Before an expulsion occurs you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

Work Placement in Vocational Education and Training Courses

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an “N” Determination for the VET course where the hours have not been completed.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING BOARD OF STUDIES REQUIREMENTS.

THE 'N' - WARNING PROCESS

An 'N' warning letter lets you know that you are unsatisfactory in a particular course. The process is designed to identify if you are an "at risk" student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you

You will have two weeks to “redeem” yourself by completing the work which is listed on the 'N' warning letter. If the work is done in the time the warning is redeemed. If you do not complete the work the warning remains “live” and counts towards an 'N determination' in the Course. If you end up with two “live” 'N' letters in any one Course, you may receive the 'N determination'. This means you are unsatisfactory in the Course. You may appeal the 'N determination'.

*“A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark recorded for that course.”* (Board of Studies ACE website). In some cases, the student may then not meet the necessary pattern of study requirements to eligible for the award of the HSC that year.

Note that an 'N' warning letter will include:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher.

Note: Only one warning letter is issued for each task. The new due date is final.

Can I Seek A Review Of A Rank Awarded To Me Within A Course?

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank, then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

What happens in the School Review?

The review committee, consisting of a Head Teacher, Deputy Principal and Principal, will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. All reviews will be based on whether the assessment program conformed with the Board's requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

A Final Note

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.



YEAR 12 ATTENDANCE POLICY

Rationale:

The school acknowledges the crucial importance of attending lessons in maximising student achievement in the Higher School Certificate. In order to emphasise the importance of attendance as a basic responsibility of students, the school has a minimum attendance requirement of eighty percent (80%) for Year 12 students to be given the privilege of attending the school's Year 12 Formal.

Policy:

Year 12 students must attend a minimum of eighty percent (80%) attendance in all of their HSC courses in order to be extended the privilege of attending the Murray High School Year 12 Formal.

This minimum eighty percent attendance applies to all courses. This is specifically to address a situation where a student may have an overall attendance over the cut-off, but has a lower attendance figure for one or more courses.

The cut-off of eighty percent attendance applies to unexplained absences. Absences which are explained such as school excursions and school representative sport will not count as unexplained absences. Absences for which medical certificates have been supplied specifically stating the relevant dates also will not count as unexplained absences.

The cut-off date by which the minimum requirement of 80% attendance will be assessed is the Monday of Week 8, Term 3.

If a Year 12 student has purchased a Year 12 Formal ticket but is not permitted to attend because their attendance for any course is below eighty percent, they will be entitled to a refund for the price of their ticket on application to the school.

The person with responsibility for this Year 12 Attendance Policy will be the Deputy Principal responsible for Year 12.



MURRAY HIGH SCHOOL EXAMINATION RULES Year 12

Attendance at Trial HSC Year 12 examinations is **compulsory**. Students do not attend roll call. Attendance will be monitored at all examinations.

If you have an illness or misadventure:

- and can't attend an exam – follow the procedure set out in the Assessment Booklet under “What to do if you are going to miss an Assessment Task due to illness or misadventure”
- Contact the Deputy Principal immediately ph.6025 4711
- before the exam but you can still attend - tell Deputy Principal when you arrive
- during an exam and it may have affected your performance, tell the Supervising Teacher.

An Absence from Assessment Task form(see Deputy Principal)will need to be completed and alternative arrangements made to complete examinations missed.

Students are to be at school 20 minutes prior to the start of their examinations.

No paper is to be taken into the examination room. All paper required will be issued.

Students are to use black or blue pen to answer questions. Pencils are to be used for diagrams and multiple choice questions only.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room.

Students may leave equipment at the back of the examination room. No folders, notes or unauthorised electronic devices are to be taken to desks.

Students are to follow all written and verbal instructions from the supervisor.

Students are to bring all of their own equipment (eg calculators, rulers, pencils, pens). Borrowing of equipment will not be permitted during examinations.

Students must remain in the examination room until the scheduled completion of the examination.

FULL SCHOOL UNIFORM MUST BE WORN.

When not required for examinations, students may elect to study at home. The library will also be available for this purpose.

SAMPLE ONLY

**MURRAY HIGH SCHOOL
SUBMISSION OF ASSESSMENT WORK**

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:

.....

This assessment task must be given to your teacher by 9.00 am on the due date.

If it is not submitted on time for a valid reason, you must:

1. Ring or contact the Deputy Principal Curriculum.
2. Get an illness or misadventure appeal form from the Deputy Principal Curriculum immediately on your return to school.
3. Complete all paper work and obtain medical certificate as required.

Late assessment tasks receive a zero score, subject to the appeal process.

This assessment task has been prepared by me in accordance with the school assessment guidelines and is my own work.

.....

Student signature Date

----- TEAR HERE -----

TO BE COMPLETED BY STUDENT:

NAME: CLASS:

SUBJECT: TEACHER:

DATE DUE:

ASSIGNMENT:.....

.....

TO BE COMPLETED BY TEACHER:

I have received assignment.

SIGNATURE: DATE:

SAMPLE ONLY

**MURRAY HIGH SCHOOL
KNOWN ABSENCE FROM AN ASSESSMENT TASK**

NAME: YEAR:

SUBJECT:

DATE OF ASSESSMENT TASK:

TIME OF ASSESSMENT TASK:

REASON FOR INABILITY TO ATTEND:

.....

.....

SIGNED:(Student)

TO BE COMPLETED BY DEPUTY PRINCIPAL

DATE RECEIVED: TIME RECEIVED:

REASON: Satisfactory / Unsatisfactory

SIGNED:(Deputy Principal)

TO BE COMPLETED BY HEAD TEACHER:

DATE RECEIVED: TIME RECEIVED:

OUTCOME:

SIGNED:(Head Teacher)

CLASS TEACHER NOTIFIED:

SIGNED:(Class Teacher)

SAMPLE ONLY
MURRAY HIGH SCHOOL
ILLNESS AND MISADVENTURE APPEAL FORM

Name: -----

Teacher: -----

Assessment Task Title:

.....
.....
.....

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

.....
.....
.....
.....

How did this affect your ability to complete the task to the best of your ability or submit the task?

.....
.....
.....

Medical Certificate attached YES / NO

Other evidence: YES / NO (specify) -----

Student Signature: ----- Date: -----

Supporting statement from another person:

.....
.....

Support Person----- Relationship to Person-----

Result of Application-----

Date Received----- Deputy Principal-----

Decision: -----

Copy to

- Student
- File
- Relevant HT

Board Developed Courses

The following assessment information is provided for each of the Year 12 Board Developed HSC courses listed below. Please look carefully at each course currently being studied for the HSC.

Courses

Agriculture	2 Unit
Ancient History	2 Unit
Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Engineering Studies	2 Unit
English Advanced	2 Unit
English Extension 1&2	1 Unit
English Standard	2 Unit
English Studies	2 Unit
Geography	2 Unit
Industrial Technology- Timber Products and Furniture	2 Unit
Legal Studies	2 Unit
Mathematics	2 Unit
Mathematics Extension 1 & 2	1 Unit
Mathematics General 1 & 2	2 Unit
Modern History	2 Unit
PD/Health/PE	2 Unit
Physics	2 Unit
Senior Science	2 Unit
Sport, Lifestyle and Recreation Studies	2 Unit
Society and Culture	2 Unit
Software Design and Development	2 Unit
Visual Art	2 Unit

AGRICULTURE

COMPONENTS	Soils and IPM	Mid-Course Exam	Research Task	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 5	T1 Wk 10	T2 Wk 5	T3 Wk 4-5	
Knowledge and Understanding	4	10	4	22	40
Skills in first-hand investigations	10	4	10	6	30
Skills in scientific thinking, problem-solving and communicating	11	3	11	5	30
TOTAL WEIGHT	25	17	25	33	100
OUTCOMES	H1.1 H2.1 H2.2 H3.1 H5.1	H2.1 H2.2 H3.1 H3.2 H3.3 H3.4 H4.1	H1.1 H2.1 H2.2 H3.1 H3.2 H5.1	H1.1 H4.1 H2.1 H5.1 H2.2 H3.1 H3.2 H3.3 H3.4	

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

ANCIENT HISTORY

COMPONENTS	Spartan Society Researched Essays	Greek World Essay	Personality Short Essays	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 10	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Knowledge and understanding of course content	5	6	4	10	25
Source based skills: analysis, synthesis and evaluation of historical information from a variety of sources		10		10	20
Historical inquiry and research including mandatory Historical Investigation	10	5	10		25
Communication of historical understanding in appropriate forms	10	5	5	10	30
TOTAL WEIGHT	25	26	19	30	100
OUTCOMES	H3.1 H3.2 H3.6 H4.2	H1.1 H3.1 H3.5 H3.6 H4.2	H1.1 H2.1 H3.5 H3.6 H4.2	H1.1 H2.1 H3.1 H3.3 H3.4 H4.1 H4.2	

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

BIOLOGY

COMPONENTS	Task 1	Task 2	Task 3	Task 4	TOTAL WEIGHT
	T4 Wk 6	T1 WK 10	T2 Wk 9	T3 Wk 4-5	
	Practical Task	Mid-Course Exam	Research Task	Trial HSC Exam	
Knowledge and Understanding	4	10	4	22	40
Skills in first-hand investigations	10	4	10	6	30
Skills in scientific thinking, problem-solving and communicating	11	3	11	5	30
TOTAL WEIGHT	25	17	25	33	100
	H11 H14 H12 H15 H13	H2 H10 H6 H13 H9 H14	H1 H6 H2 H8 H3 H9 H4 H10 H5	ALL	

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

GENERAL INFORMATION

In addition to the assessment tasks listed in the schedule above, students **MUST** complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than **35 hours of practical experience in the HSC course**. Practical experiences **MUST** include at least one open-ended investigation integrating the knowledge an understanding and skills outcomes in the HSC course.

BUSINESS STUDIES

COMPONENTS	Topic Test - Operations	Marketing plan analysis - Marketing	Financial statement analysis - Finance	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk 9	T1 Wk 8	T2 Wk 7	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	10	15	40
Stimulus-based skills	10			10	20
Inquiry and research		10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H2 H4 H5 H9	H4 H6 H7 H8 H9	H5 H8 H9 H10	H1 H6 H2 H8 H3 H9 H4 H10 H5	

- H1 critically analyses the role of business in Australia.
- H2 evaluates management strategies in response to changes in internal and external influences.
- H3 discusses the social and ethical responsibilities of management.
- H4 analyses business functions and processes in large and global businesses.
- H5 explains management strategies and their impact on business.
- 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 forms.
- H10 applies mathematical concepts appropriately in business situations.

CHEMISTRY

COMPONENTS	Task 1 Secondary Sources Investigation	Task 2 First Hand Practical Investigation	Task 3 Mid- Course Exam	Task 4 Chemical Monitoring Investigation	Task 5 Trial HSC Exam	TOTAL WEIGHT
	T4 Wk10	T1 Wk7	T1 Wk10	T2 Wk9	T3 Wk 4-5	
Knowledge and Understanding	5	5	10	5	15	40
Skills in planning & conducting first-hand investigations	5	10	5	5	5	30
Skills in developing scientific thinking, problem solving and communication	5		5	10	10	30
TOTAL WEIGHT	15	15	20	20	30	100
OUTCOMES	H3,H4,H7,H12, H13,H14	H2, H10,H11, H12,H13,H14	H5,H6, H7,H8, H9, H10	H1,H2,H3,H4, H6,H13,H14,	H1-H15	

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3 assesses the impact of particular advances in chemistry on the development of technologies.
- H4 evaluates the impacts and implications of research in chemistry on society and the environment.
- H5 identifies possible future directions of chemical research.
- H6 explains reactions between elements and compounds in terms of atomic structures and periodicity.
- H7 describes the chemical basis of energy transformations in chemical reactions.
- H8 assesses the range of factors which influence the type and rate of chemical reactions.
- H9 describes and predicts reactions involving carbon compounds.
- H10 analyses stoichiometric relationships.
- H11 justifies the appropriateness of a particular investigation plan.
- H12 evaluates ways in which accuracy and reliability could be improved in investigations.
- H13 uses terminology and 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 by a team.

GENERAL INFORMATION

In addition to the assessment tasks listed in the schedule above, students **MUST** complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than **35 hours of practical experience in the HSC course**. Practical experiences **MUST** include at least one open-ended investigation integrating the knowledge and understanding and skills outcomes in the HSC course.

COMMUNITY AND FAMILY STUDIES

COMPONENTS	Task 1 Research Methodology Independent Research Project	Task 2 Mid-Course Exam	Task 3 Parenting and Caring Report and Presentation	Task 4 Trial HSC Exams	TOTAL WEIGHT
	T4 Wk 4 - 10	T1 Wk 10	T2 Wk 6	T3 Wk 4-5	
Knowledge and Understanding of the impact on wellbeing.	10	10	10	10	40
Skills in applying Management Processes and Planning to Promote wellbeing.		5	10	10	25
Knowledge and Understanding about Research Methodology and Skills in researching, critical thinking analysing and communicating.	20		10	5	35
TOTAL WEIGHT	30	15	30	25	100
OUTCOMES	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.2, H4.2 H5.1	H2.2, H3.2, H4.2, H5.1, H5.2	ALL	

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

ENGINEERING STUDIES

COMPONENTS	Engineering Report-Civil	Mid Course Exam	Term 2 Task	Engineering Report	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk10	T1 Wk 10	T2 Wk 5	T3 Wk 1	T3 Wk 4-5	
Scope of the Profession			5	10	5	20
Knowledge of Engineering Principles	5	5	5		25	40
Communication Skills		5			5	10
Understanding the Impacts of Engineering		5		5		10
Management and Problem Solving	10					10
The Application of Engineering Methodology			5		5	10
TOTAL WEIGHT	15	15	15	15	40	100
OUTCOMES	H3.1 H6.1 H3.2 H6.2 H5.1	H1.2 H4.2 H3.1 H4.3 H3.3	H2.1 H6.1 H4.1 H5.2	H1.1 H4.1 H2.2 H4.3 H3.2	H1.1 H3.1 H1.2 H3.3 H2.1 H4.2	

- 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 an 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 appreciates social, environmental and cultural implication of technological change in engineering and applies them to the analysis of specific 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 skill in analysis, synthesis and experimentation related to engineering

ENGLISH ADVANCED

COMPONENTS	Area of Study Task	Reading/Composition	Oral	Essay	Representation Viewing	Trial HSC Exam	Total Weight
	Part A T4 Wk 7 Part B T4 Wk 8	T1 Wk 1	T1 Wk 7	T2 Wk 5	T3 Wk 1	T3 Wk 4-5	
Area of Study	10	15				15	40
Comparative Study			15			5	20
Critical Study				15		5	20
Representation and Text					15	5	20
TOTAL WEIGHT	10	15	15	15	15	30	100
OUTCOMES	1 8 2 10 7	2 11 2A 5 10	2 7 8 10	3 4 6 7 10	1 5 3 9 4 10 11	1 5 2 6 3 7 4 8	

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

ENGLISH EXTENSION 1

COMPONENTS	Composition	Tutorial Presentation	Trial HSC Exam	Total Weight
	T1 Wk 6	T2 Wk 10	T3 Wk 4-5	
Knowledge and understanding of complex texts and how and why they are valued.	7.5	7.5	10	25
Skills in: <ul style="list-style-type: none">• complex analysis• sustained composition• independent investigation	7.5	7.5	10	25
TOTAL WEIGHT	15	15	20	50
OUTCOMES	1, 2, 3	1, 3	1,2,3	

OUTCOMES

- 1 A student distinguishes and evaluates the values expressed through texts
- 2 A student explains different ways of valuing texts
- 3 A student composes extended texts
- 4 A student develops and delivers sophisticated presentations

ENGLISH EXTENSION 2

COMPONENTS	Viva Voce/ Proposal	Report on Development Major Work	Draft Major Work Reflection Statement	Total Weight
	T4 Wk 10	T1 Wk 9	T2 Wk 10	Total Weight
Skills in extensive independent investigation	5	10	10	25
Skills in sustained composition	5	5	15	25
TOTAL WEIGHT	10	15	25	50
OUTCOMES	1,2	1,2	1,2	

OUTCOMES

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

ENGLISH STANDARD

COMPONENTS	Area of Study Task	Reading/Composition	Oral	Essay	Representation Viewing	Trial HSC Exam	Total Weight
	T4 Part A Wk 7 Part B Wk 8	T1 Wk 1	T1 Wk 7	T2 Wk 5	T3 Wk1	T3 Wk 4-5	
Area of Study	10	15				15	40
Experience through Language			15			5	20
Close Study of Text				15		5	20
Texts and Society					15	5	20
TOTAL WEIGHT	10	15	15	15	15	30	100
OUTCOMES	1 7 2 8 5 10	1 6 3 7 4 10	2 3 7 10	3 8 4 11 6	1 6 2 7 4 9	1 8 2 10 3 11 4 12 6 13 7	

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

ENGLISH STUDIES

COMPONENTS	Presentation	View/ Listening Task	In-class Writing Task	End Course Exam	Total Weight
	T4 Wk 8	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Develop knowledge, understanding and appreciation of various forms of text: - Their ideas and values - How language and other techniques convey meaning	5	10	5	10	30
Skills in reading, listening, viewing, writing, speaking and representing	5	10	5	10	30
Knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	5	5	5	10	25
Skills in planning and working independently and collaboratively	5		10		15
TOTAL WEIGHT	20	25	25	30	100
OUTCOMES	H1.4 H2.3 H4.2	H1.4 H4.1 H2.1 H4.2 H2.3 H3.2	H1.1 H1.2 H1.4 H3.1	H1.1 H2.2 H1.2 H2.3 H1.3 H3.1 H1.4 H3.2 H2.1	

- H1.1 Analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 Explains the ideas and values of the texts
- H1.3 Explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- H1.4 Produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques

- H2.1 Comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.2 Demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.3 Demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
- H3.1 Recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- H3.2 Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audience
- H4.1 Plans and organises to complete tasks or projects, both individually and collaboratively
- H4.2 Works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

GEOGRAPHY

COMPONENTS	Research task on Ecosystems at Risk	In-class test (objective response and short answer questions)	People and Economic Activity – Written response	Trial HSC Exam	TOTAL WEIGHT
	T4 Wk8	T1 Wk7	T2 Wk6	T3 Wk 4-5	
Knowledge and understanding of course content	5	10	5	20	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	10		5		15
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	5	25
TOTAL WEIGHT	25	20	25	30	100
OUTCOMES	H2 H8 H9 H10	H5 H7 H10 H11	H1 H13 H6 H7 H12	H1 H10 H3 H11 H4 H12 H6 H13	

- 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

INDUSTRIAL TECHNOLOGY - TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

COMPONENTS	Industry Study	Project Folio		Construction Processes	Trial HSC Exam	Total Weight
		1	2			
	T1 Wk 8	T4 Wk 8	T2 Wk 8	T2 Wk 8	T3 Wk 4-5	
Industry Study	10				5	15
Major Project Design Management & Communication Production		5	10	40	5	60
Industry Related Manufacturing Technology		5	5	10	5	25
TOTAL WEIGHT	10	10	15	50	15	100
OUTCOMES	H1.1 H1.2 H1.3 H5.1 H7.1 H7.2	H3.1 H3.2 H3.3 H5.1 H5.2 H6.1		H2.1 H4.1 H4.2 H4.3 H6.2	H1.2 H2.1 H4.3 H7.1	

- 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
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.
- H3.1 is skilled in sketching, producing and interpreting drawings.
- H3.2 selects and applies appropriate research and problem-solving skills.
- H3.3 applies design principles effectively through the production of projects.
- H4.1 demonstrates competence in 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 selects and applies appropriate documentation techniques to project management.
- H6.1 evaluates the characteristics of quality manufactured goods.
- H6.2 applies the principles of quality and quality control.
- H7.1 evaluates the impact of the focus area industry on the social and physical environment.
- H7.2 analyses the impact of existing new and emerging technologies

LEGAL STUDIES

COMPONENTS	Extended Response In Class		Short & Extended Response in class		Option Research Task	Trial HSC Exam		Total Weight
	T4 Wk 7		T1 Wk 8		T2 Wk 5	T3 Wk 4-5		
Knowledge & Understanding	5		10		10	35		60
Research	5		5		10			20
Communication	5		5		5	5		20
TOTAL WEIGHT	15		20		25	40		100
OUTCOMES	H1 H3	H6	H2 H5 H7	H9	H3 H4 H10 H5	H8	H1 H4 H6	H7 H9 H10

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

MATHEMATICS

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	Total Weight
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Concepts, Skills and Techniques	7.5	12.5	12.5	17.5	50
Reasoning and Communication	7.5	12.5	12.5	17.5	50
TOTAL WEIGHT	15	25	25	35	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

MATHEMATICS - EXTENSION 1

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	Total Weight
	T4 Wk 9	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Concepts, Skills and Techniques	7.5	12.5	12.5	17.5	50
Reasoning and Communication	7.5	12.5	12.5	17.5	50
TOTAL WEIGHT	15	25	25	35	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

Some of the Preliminary course outcomes will be tested in Mathematics and Mathematics Extension 1 tasks.

- P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems.
- P2 provides reasoning to support conclusions which are appropriate to the context.
- P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities.
- P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques.
- P5 understands the concept of a function and the relationship between 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.

- H1 seeks to apply mathematical techniques to problems in a wide range of practical

- contexts.
- H2 constructs arguments to prove and justify results.
 - H3 manipulates algebraic expressions involving logarithmic and exponential functions.
 - H4 expresses practical problems in mathematical terms based on simple given models.
 - H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
 - H6 uses the derivative to determine the features of the graph of a function.
 - H7 uses the features of a graph to deduce information about the derivative.
 - H8 uses techniques of integration to calculate areas and volumes.
 - H9 communicates using mathematical language, notation, diagrams and graphs.
 - PE1 appreciates the role of mathematics in the solution of practical problems.
 - PE2 uses multi-step deductive reasoning in a variety of contexts.
 - PE3 solves problems involving permutations and combinations, inequalities, polynomials, geometry and parametric representations.
 - PE4 uses the parametric representation together with differentiation to identify geometric properties parabolas.
 - PE5 determines derivatives which require the application of more than one rule of differentiation.
 - PE6 makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations.
 - HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
 - HE2 uses inductive reasoning in the construction of proofs.
 - HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability projectiles, simple harmonic motion, or exponential growth and decay.
 - HE4 uses the relationship between functions, inverse functions and their derivatives.
 - HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement.
 - HE6 determines integrals by reduction to a standard form through a given substitution.
 - HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form.

MATHEMATICS EXTENSION 2

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	Total Weight
	T4 Wk 10	T1 Wk 10	T2 Wk 10	T3 Wk 4-5	
Concepts, Skills and Techniques	7.5	2.5	12.5	17.5	50
Reasoning and Communication	7.5	12.5	12.5	17.5	50
TOTAL WEIGHT	15	25	25	35	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings.
- E3 Uses the relationship between algebraic and geometric representations of complex numbers and of E4 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.

MATHEMATICS GENERAL 1

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	Total Weight
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Concepts, Skills	7.5	12.5	12.5	17.5	50
Knowledge and Understanding	7.5	12.5	12.5	17.5	50
TOTAL WEIGHT	15	25	25	35	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H-2 analyses representations of data in order to make predictions
- MG1H-3 makes predictions about everyday situations based on simple mathematical models
- MG1H-4 analyses simple two-dimensional and three dimensional models to solve practical problems
- MG1H-5 interprets the results of measurements and of measurements and judgments about reasonableness, including the conversion to appropriate units
- MG1H-6 makes informed decisions about financial situations likely to be encountered post-school
- MG1H-7 develops and carries out simple statistical processes to answer questions posed
- MG1H-8 solves problems involving uncertainty using basic counting techniques
- MG1H-9 chooses and uses appropriate technology to organize information from a range of practical and everyday contexts
- MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
- MG1H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

MATHEMATICS GENERAL 2

COMPONENTS	Task 1	Task 2	Task 3	Trial HSC Exam	Total Weight
	T4 Wk 8	T1 Wk 8	T2 Wk 8	T3 Wk 4-5	
Concepts, Skills	7.5	12.5	12.5	17.5	50
Knowledge and Understanding	7.5	12.5	12.5	17.5	50
TOTAL WEIGHT	15	25	25	35	100
OUTCOMES	Notification of outcomes being assessed will be given prior to the assessment task				

- MG2H-1 Uses mathematics and statistics to evaluate construct arguments in a range of familiar and unfamiliar contexts
- MG2H-2 analyses representations of data in order to make inferences, predictions and conclusions
- MG2H-3 makes predictions about situations based on mathematical models, including those involving cubic hyperbolic or exponential functions
- MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those to involving spheres and non-right-angled triangles
- MG2H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy calculations and the conversion to appropriate units
- MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments
- MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MG2H-8 solves problems involving counting techniques, multistage events and expectation
- MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of context
- MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating position clearly to others and justifies a response
- MG2H-VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

MODERN HISTORY

COMPONENTS	Task 1 Core: World War 1 Source Analysis	Task 2 National Study: Germany Perspectives and Interpretations	Task 3 Personality Essay : Albert Speer	Task 4 Trial HSC Exam	Total Weight
	T4 Wk 9	T1 Wk8	T2 W8	T3 Wk 4-5	
Knowledge and understanding of course content	5	6	5	20	36
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	10			10	20
Historical inquiry and research		10	9		19
Communication of historical understanding in appropriate forms	10	10	5		25
TOTAL WEIGHT	25	26	15	30	100
OUTCOMES	H1.1 H1.2 H3.3 H3.4 H4.1	H1.1 H3.1 H3.2 H3.4 H3.5 H4.2	H1.2 H2.1 H3.1 H3.2 H4.2	H1.1 H1.2 H2.1 H3.3 H3.4 H4.1 H.42	

H1.1 describes the role of key features, issues, individuals, groups and events of selected twentieth century studies.

H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies

H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century

H3.1 ask relevant historical questions

H3.2 locate, select and organise relevant information from different types of sources

- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

PD HEALTH PE

COMPONENTS	Task 1 Research / Essay on Sports Medicine Principles	Task 2 Applications of Factors Affecting Performance	Task 3 Research/ Essay on Application of Factors Designed to Improve Performance	Task 4 Application of Health Priority In Australia	Task 5 Trial HSC Exam	Total Weight
	T4 Wk 9	T1 Wk 7	T2 Wk 5	T3 Wk 1	T3 Wk 4-5	
Knowledge and understanding of factors that affect health •The way the body moves	5	10	5	10	10	40
Skills in: •Influencing personal and community health •taking action to improve participation and performance in physical activity.	5	5	5	5	10	30
Skills in critical thinking, research and analysis	5	5	5	5	10	30
TOTAL WEIGHT	15	20	15	20	30	100
OUTCOMES	H8 H16 H13 H16 H17	H7 H10 H8 H16 H9 H17	H7 H16 H8 H17 H9 H10	H1 H15 H2 H16 H3 H4 H5 H14	H1 H9 H2 H10 H3 H11 H4 H12 H5 H13 H7 H14 H8	

- H1 describes the nature, and justifies the choice, of Australia's health priorities.
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk.
- H3 analyses the determinants of health and health inequities.
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and

- governments in addressing Australia's health priorities.
- H7 explains the relationship between physiology and movement potential.
 - H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
 - H9 explains how movement skill is acquired and appraised.
 - H10 designs and implements training plans to improve performance.
 - H11 designs psychological strategies and nutritional plans in response to individual performance needs
 - H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity.
 - H14 argues the benefits of health-promoting actions and choices that promote social justice.
 - H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
 - H16 devises methods of gathering, interpreting and communicating information about health physical activity concepts
 - H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

PHYSICS

COMPONENTS	Task 1 Open Ended Investigation	Task 2 Mid- Course Exam	Task 3 Research Task	Task 4 Practical Task	Task 5 Trial HSC Exam	Total Weight
	T4 Wk 10	T1 Wk 11	T2 Wk 10	T3 Wk 6	T3 Wk 4-5	
Knowledge and Understanding	2	9	3	4	22	40
Skills in first hand investigations	10	4		10	6	30
Skills in scientific thinking, problem-solving and communicating	3	3	15	4	5	30
TOTAL WEIGHT	15	16	18	18	33	100%
OUTCOMES	H2 H13 H6 H14 H11 H12	H1 H9 H3 H6 H7	H1 H13 H3 H14 H4 H5 H9	H2 H4 H9 H11 H12	All	

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

GENERAL INFORMATION

In addition to the assessment tasks listed in the schedule above, students **MUST** complete 80 indicative hours of practical/field work during the Preliminary and HSC courses, with no less than **35 hours of practical experience in the HSC course**. Practical experiences **MUST** include at least one open-ended investigation integrating the knowledge and understanding and skills outcomes in the HSC course.

POSSIBLE TASKS

1. Open Ended Investigation from Space Topic
2. Mid-Course Exam from Space & Moto and Generators topics
3. Research Task from Ideas to Implementation Topic
4. Practical Task
5. Final Exam from ALL topics

SENIOR SCIENCE

COMPONENTS	Task 1		Task 2		Task 3	Task 4		Task 5	Total Weight %
	T4	W8	T1	W5	T1 Wk 11	T2	W9	T3 Wk 4-5	
	Meteorological Collections & Data Analysis Task		First Hand Investigation Lifestyle Chemistry		Mid Course Exam	Research and Technology Essay		Trial HSC Exam	
Knowledge and Understanding	3		3		10	4		20	40
Skills in first-hand investigations	8		12		5	0		5	30
Skills in scientific thinking, problem-solving and communicating	5		5		3	12		5	30
TOTAL WEIGHT	16		20		18	16		30	100
OUTCOMES	H3 H13 H14	H2 H12 H4 H13 H8 H14 H11		H1 H8 H3 H9 H4 H10 H7 H13		H1 H14 H3 H15 H4 H5		ALL	

- H1 discusses advances in scientific understanding and technology that 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 on the development of technologies.
- H4 assesses the impacts of applications of science on society and the environment.
- H5 describes possible future directions of scientific research.
- H6 describes 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 function.
- 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 investigations.
- H13 uses terminology and 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 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

SPORT, LIFESTYLE AND RECREATION STUDIES

Components	Plan and Demonstrate strategies to achieve goals in an Outdoor Recreation setting	Explains the Principles of Skill Development Coaching and Training	Application of strategies and tactics for success in a range of movement contexts	Trial Exam
	T 1 Wk 7	T 4 Wk 8	T 1, 2, 3	T 3 Wk 4-5
Sports Coaching and Training	20			
Games and Sports Applications 2	5		20	
Outdoor/Recreation		20		
Individual Games and Sports Applications	5		20	
Total Weight	30	20	40	10
Outcomes	1.1, 1.3, 2.1, 2.2, 3.1,	1.1, 1.3, 2.1, 2.3, 3.6,	1.1, 1.3, 2.1, 3.1,	All

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.4 demonstrate competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

SOCIETY AND CULTURE

COMPONENTS	Task 1 PIP Planning and Presentation	Task 2 Depth Studies Essays	Task 3 Core-Social and cultural Continuity and Change	Task 4 Trial HSC Exam	Total Weight
	T4 Wk 9	T1 Wk 9	T2 Wk 9	T3 Wk 4-5	
Knowledge and understanding of course content		10	10	15	35
Application and evaluation of social and cultural research methods	15	5		15	35
Communication of information, ideas and issues	5	5	10	10	30
TOTAL WEIGHT	20	20	20	40	100
OUTCOMES	H1,H3,H4,H5, H6,H7,H8	H2,H3,H5,H6, H10	H1,H3,H5,H9, H10	H1,H2,H3,H4, H5,H6,H7,H8, H9,H10	

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

SOFTWARE DESIGN AND DEVELOPMENT

COMPONENTS	Designing and checking of Software Solutions	System Diagrams and Software Development Approaches	Mid – course Exam	Trial HSC Exam	Developing Solutions Major Project	Total Weight
	T1 Wk 5	T1 Wk 9	T2 Wk 4	T3 Wk 4-5	Part A T1 Wk 7 Part B T2 Wk 7 Part C T3 Wk 7	
Knowledge and understanding about hardware and software development approaches, software development processes, social and ethical issues.			5	10	5	20
Design and development of software solutions	10	5	5	10	5	35
Project management techniques, including documentation, teamwork and communication	5	10	5	5	5	30
Project (s)					15	15
TOTAL WEIGHT	15	15	15	25	30	100
OUTCOMES	H1.2 H5.2 H2.2 H5.3 H3.1 H6.1 H4.2 H6.2 H5.1	H1.1 H1.2 H3.1 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3 H6.2 H6.3 H6.4	H1.1 H1.2 H1.3 H2.1 H2.2 H3.1 H3.2 H4.1 H4.2 H5.2 H6.1	H1.1 H6.2 H1.2 H6.3 H3.1 H6.4 H3.2 H4.1 H4.2 H4.3 H5.1 H5.2 H5.3	H1.1 H4.2 H1.2 H4.3 H1.3 H5.1 H2.1 H5.2 H2.2 H5.3 H3.1 H6.1 H3.2 H6.2 H4.1 H6.3 H6.4	

- 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 describes the historical development of different language types
- H2.2 explains the relationship between emerging technologies and software development
- 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 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 relationship between the roles of people involved in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses a collaborative approach during the software development cycle
- H6.4 develops effective user interfaces in consultation with appropriate people

VISUAL ARTS

COMPONENTS	'Art as a Powerful Voice'	Processes of Body of Work	Mid-Course exam	Processes of Body of Work	Trial HSC Exam	Total Weight
	T4 Wk 9	T1 Wk 8	T1 Wk 10	T3 Wk 1	T3 Wk 4-5	
Development of the Body of Work		20		30		50
Art Criticism and Art History	20		10		20	50
TOTAL WEIGHT	20	20	10	30	20	100
OUTCOMES	H7 H8 H9 H10	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	H1 H5 H2 H6 H3 H4	H7 H8 H9 H10	

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

Assessment Schedule for HSC VET Courses

Formal Assessment

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory OR 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Board of Studies on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

Work placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240-hour course. Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the assessment summary

The Optional HSC Examination is:

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.

Certificate II in Kitchen Operations – SIT20416
(Kitchen operations plus coffee)

Course: **Hospitality (240 indicative hours)**

4 Preliminary and/or HSC units

Board Developed Course

Category B status for Australian Tertiary Admission Rank

Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description

This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They work under direct supervision and involved in mainly routine and repetitive tasks.

This qualification provides a **pathway** a for commercial cooks into Cert III in Commercial Cookery.

Job roles: provides a pathway to work in kitchen operations in restaurants, hotels, catering operations, clubs, pubs, cafes, coffee shops & institutions such as aged care, hospitals, prisons, schools.

Possible job titles: breakfast cook, catering assistant, fast food cook, sandwich hand, take-away cook.

Core Units of Competency

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practices

Elective Units of Competency

SITHIND002	Source & use information on the hospitality industry
SITXFSA002	Participate in safe food handling practices
SITHFAB005	Prepare and serve espresso coffee
SITHCCC006	Prepare appetisers and salads
SITHCCC002	Prepare and present simple dishes
BSBSUS201	Participate in environmentally sustainable work practices

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications

Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Kitchen Operations (SIT20416)**. Students who do not achieve competency in all the above units will be eligible for a **Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416)**.

Foundation skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from

<http://training.gov.au/>

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW BOSTES course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$150.00
basis

Refund Arrangements: on a pro – rata

Discuss payment options with your trainer

Delivery Arrangements: Integrated into the timetable.

Exclusions Nil however students may not undertake the same unit of competency in more than one VET course

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NSW BOSTES website: <http://www.boardofstudies.nsw.edu.au>

Certificate II in Construction Pathways - CPC20211

Course: **Construction (240 indicative hours)** 4 Preliminary and/or HSC units
 Board Developed Course Category B status for Australian Tertiary Admission Rank
 Students must complete a minimum of 70 hours of work placement to meet HSC requirements.

Course Description
 This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, bricklayer, carpenter, plasterer, roof tiler, concreter, painter and decorator and wall or floor tiler. This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

Core Units of Competency	Elective Units of Competency
CPCCCM1012A Work effectively & sustainably in the construction industry	Elective units may include:
CPCCCM1013A Plan and organise work	CPCCCA2002B Use carpentry tools and equipment
CPCCCM1014A Conduct workplace communication	CPCCCA2011A Handle carpentry materials
CPCCCM1015A Carry out measurements and calculations	CPCCCM2004A Handle construction materials
CPCCCM2001A Read and interpret plans and specifications	CPCCCM2006B Apply basic levelling procedures
CPCCOHS2001A Apply OHS requirements, policies & procedures in the construction industry	CPCCJN2001A Assemble components
	CPCCJN2002B Prepare for off-site manufacturing process
	CPCCBL2001A Handle and prepare bricklaying & blocklaying materials
	CPCCBL2002A Use bricklaying and blocklaying tools and equipment
	CPCCCA2003A Erect and dismantle form work for footings and slabs on ground
	CPCCCO2013A Carry out concreting to simple forms

This course contains three additional units above the qualification to meet NESA HSC requirements. CPCCOHS1001A Work safely in the construction industry, CPCCCM2005B Use construction tools and equipment, CPCCO2021A Handle concreting materials.

Students may apply for Recognition of Prior Learning or be granted credit transfer provided suitable evidence is submitted.

Qualifications
 Students who are assessed as competent in the above units of competency will be eligible for a **Certificate II in Construction Pathways CPC20211**. Students who do not achieve competency in all the above units will be eligible for a Statement of Attainment towards **Certificate II in Construction Pathways CPC20211**.

Foundation Skills- describe language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance. Foundation skills can be found in each unit of competency downloaded from <http://training.gov.au/>

NB This qualification may change as a result of training package reviews

Competency- Based Assessment: Students in this course work to develop the competencies, skills and knowledge described by each unit of competency above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standards. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

N Determinations: Where a student has not met NSW NESA course completion criteria, including meeting the mandatory work placement requirement, they will receive an "N" determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF qualification.

External Assessment (optional HSC examination): Students completing this course are eligible to sit a written HSC examination which may be used in the calculation of an ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET Statement of Attainment.

Appeals: Students may lodge an appeal about assessment decisions through their VET trainer.

Resources costs: \$100.00 + White Card Course Cost.

Refund Arrangements: on a pro – rata basis

Discuss payment options with your trainer

Delivery Arrangements: Integrated into the timetable.

Exclusions :

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

For more information on possible outcomes please visit the NESA website: <http://www.boardofstudies.nsw.edu.au>

Assessment Task Schedule – Year 12, 2017-2018

Term Four (2017)	Assessment Task
Week 4 Beginning 30 Oct	Community & Family Studies: Independent Research Project
Week 5 Beginning 6 Nov	Agriculture: Soils and IPM
Week 6 Beginning 13 Nov	Biology: Practical Task
Week 7 Beginning 20 Nov	Legal Studies: In-Class Task English Standard: Area of Study Part A English Advanced: Area of Study Part A
Week 8 Beginning 27 Nov	English Studies: Presentation English Standard: Area of Study Part B English Advanced: Area of Study Part B Geography: Research Task Eco System Industrial Technology: Project Folio 1 Mathematics Extension 1: Task 1 Mathematics General 1&2: Task 1 Mathematics: Task 1 Sport, Lifestyle and Recreation Studies: Task 2 Senior Science: Meteorological Collections & Data Analysis Task
Week 9 Beginning 4 Dec	Visual Arts: Art as a Powerful Voice Business Studies: Topic Test – Operations Modern History: WW1 Source Analyses PD/Health/PE: Research of sports medicine principles Society and Culture: PIP Planning and Presentation
Week 10 Beginning 11 Dec	Ancient History: Spartan Society Research Engineering Studies: Engineering Civil Report English Extension 2: Viva Voce Proposal Mathematics Extension 2: Task 1 Chemistry: Secondary Sources Investigation Community & Family Studies: Independent Research Project Physics: Open-Ended Investigation

Term One (2018)	Assessment Task
Week 1 Beginning 29 Jan	English Standard: Reading and Composition English Advanced: Reading and Composition Sport, Lifestyle and Recreation Studies: All Term Task 3
Week 2 Beginning 5 Feb	
Week 3 Beginning 12 Feb	Society & Culture: Methodologies
Week 4 Beginning 19 Feb	
Week 5 Beginning 26 Feb	ESL: Task Software Design and Development: Design and check software solutions Senior Science: First Hand Investigation Lifestyle Chemistry
Week 6 Beginning 5 Mar	English Extension 1: Composition
Week 7 Beginning 12 Mar	Chemistry: First hand Practical Investigation PD/Health/PE: Applications of factors affecting performance English: Advanced Oral English: Standard Oral Geography: In Class Test Software Design and Development: Major Project-Part A Sport, Lifestyle and Recreation Studies: Task 1
Week 8 Beginning 19 Mar	Ancient History: Greek World Essay Business Studies: Marketing plan analysis - Marketing Industrial Technology: Industry Study Legal Studies: Short and Extended response Modern History: National Study Mathematics General 1&2: Task 2 Mathematics: Task 2 Society and Culture: Depth Studies Essays Visual Arts: Processes of body of work
Week 9 Beginning 26 Mar	English Studies: Viewing/Listening Task English Extension 2: Report Software Design: Systems Diagrams and Design Development Mathematics Extension1: Task 2
Week 10 Beginning 2 Apr	Mathematics Extension 2: Task 2 Mid-Course Exams
Week 11 Beginning 9 Apr	Senior Science: Mid-Course Exam

Term Two (2018)	Assessment Task
Week 1 Beginning 30 Apr	Sport, Lifestyle and Recreation Studies: All Term Task 3
Week 2 Beginning 7 May	VET Courses: Work placement Society & Culture: Research
Week 3 Beginning 14 May	VET Courses: Work placement
Week 4 Beginning 21 May	Software Design and Development: Mid –Course Exam
Week 5 Beginning 28 May	Agriculture: Research Task Engineering Studies: Term 2 Task English Advanced: Essay English Standard: Essay PD/Health/PE: Task 3 Legal Studies: Option Task
Week 6 Beginning 4 Jun	Community & Family Studies: Parenting and Caring Report and Presentation Geography: People and Economic Activity PD/Health/PE: Applications of factors designed to improve performance
Week 7 Beginning 11 Jun	Business Studies: Financial statement analysis – Finance Software Design and Development: Major Project-Part B
Week 8 Beginning 18 Jun	Ancient History: Personality Short Essay Mathematics General 1 & 2: Task 3 Industrial Technology: Project Folio2 /Construction Processes Modern History: Personality Essays Mathematics: Task 3 Mathematics: General 1&2-Task 3
Week 9 Beginning 25 Jun	Biology: Research Task Chemistry: Chemical Monitoring Investigation English Studies – In-Class Writing Task Mathematics Extension 1: Task 3 Society and Culture: Continuity and Change Senior Science: Research and Technology Essay
Week 10 Beginning 2 Jul	Physics: Research Task English Extension 1: Tutorial Presentation English Extension 2: Draft Major Work Mathematics Extension 2: Task 3

Term Three (2018)	Assessment Task
Week 1 Beginning 23 July	English Advanced: Representation/Viewing English Standard: Representation/Viewing Engineering Studies: Engineering Report PD/Health/PE: Health priorities in Australia Sport, Lifestyle and Recreation Studies: All Term Task 3 Visual Arts: Processes of body of work
Week 2 Beginning 30 July	Assessment Free Period
Week 3 Beginning 6 Aug	Assessment Free Period
Week 4 Beginning 13 Aug	Trial HSC exams
Week 5 Beginning 20 Aug	Trial HSC exams
Week 6 Beginning 27 Aug	Physics: Practical Task
Week 7 Beginning 3 Sept	Software Design and Development: Major Project-Part C

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

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