

College

Mt St Patrick College



Mt St Patrick College

H.S.C. Assessment Handbook

2021-2022



In this sign is my hope

PREAMBLE

The information in this booklet is designed to give parents and students an understanding of the HSC Assessment procedures.

Students need to be clearly aware of the expectations held for them by those charged with the responsibility of making judgements about their academic progress. This Assessment Handbook aims to outline this College's approach to the nature of assessment in our Senior School.

At the time HSC Assessment begins (Term 4 Year 11) students must recognise that completion of set work will contribute significantly to final success in the HSC.

It is the teacher's responsibility to inform students of the requirements for a particular course. However, the student also has a responsibility to become familiar with the NSW Education Standards Authority (NESA) documents in relation to syllabuses for all their courses. These documents are available in the Library or on the internet <https://educationstandards.nsw.edu.au> Teachers are available to answer questions or discuss problems in relation to HSC Assessment as is the College's Leader of Curriculum.

Students should take the time to read this handbook to ensure that they fully understand their responsibilities regarding HSC Assessment.



MT ST PATRICK COLLEGE

SENIOR ASSESSMENT POLICY

All schools are required by the NSW Education Standards Authority (NESA) to submit assessments of student achievement relative to each other by the end of Year 12.

This assessment is based on the achievements measured through Board courses. It encompasses all syllabus objectives other than those related to attitude and interest. It does not take into account conduct.

The assessment is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than is measured by the single HSC examination.

Each syllabus contains specific objectives, all of which are encompassed by the assessments.

Each subject department has developed specific assessment procedures that take into account the syllabus objectives and the various weightings of each component. Details of these procedures are included in the latter part of this booklet.

To avoid confusion it is important to understand some of the terms used throughout this document.

The term **ASSESSMENT** refers to a school's measure of attainment in an HSC Course. For those courses examined externally the assessment is submitted to the NESA for moderation and reporting on the Higher School Certificate.

This assessment will indicate an **ORDER OF MERIT** achieved by a student in relation to other students attempting the course at the school.

The assessment mark is derived from a student's performance in a number of **ASSESSMENT TASKS** which will be given throughout the HSC Course. The nature and timing of these tasks are indicated in the individual subject guidelines. The maximum number of tasks (excluding major examinations) in any 2 Unit subject should not exceed FOUR. No single assessment task should be worth less than 5%, or more than 49% of the total course mark.

The term, **EXTERNAL EXAMINATION**, refers to the end of year Higher School Certificate examinations for Year 12 set and administered by NESA.

SCALING AND MODERATION

ATAR

An **Australian Tertiary Admissions Rank (ATAR)** will be issued on a separate piece of paper. The ATAR for every student who completes the necessary pattern of studies is calculated by the Macquarie University, not by NESA. The marks obtained in the HSC are scaled by the university.

The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05. This rank enables a student to know what percentage of HSC students are above and below his/her own position. Selection into university courses is based on the student's ATAR.

MODERATION

To ensure a student is not advantaged or disadvantaged by the pattern of marks used by their school for the Assessment, NESA will use adjustment procedures in processing the school's assessments. These procedures are based on each school's performance in the External Examination, compared with the results of all other schools.

GENERAL CONSIDERATIONS

NESA directs that:

- Assessment will not commence before Term 4 of Year 11.
- A greater weighting will be given to Year 12 assessment tasks.
- The school assessment will not compensate for factors such as extended illness, misadventure or domestic problems which may have affected a student's (performance) throughout the course.
- Should an assessment task prove to be non-discriminatory, an additional task may be given, however, assessment tasks that have been completed may not be discarded.

CO-ORDINATION OF ASSESSMENT TASKS

At the beginning of the year, Leaders of Learning and the Leader of Curriculum will meet to organise the senior assessment timetable. Individual faculties will ensure that all students receive, IN WRITING, the exact date, weighting and nature of each assessment task ie. outcomes being measured and marking criteria, with a minimum of TWO WEEKS' NOTICE.

MISSING AN ASSESSMENT TASK

Students are expected to complete all Assessment tasks.

When a student fails to complete an assessment task specified on the Assessment Programme, and the teacher considers the student has a valid reason, eg. Illness, College representation, sporting commitments necessary for selection into State Teams or immediate family religious ceremonies, then the student may sit an alternative task.

In exceptional circumstances eg. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on appropriate evidence.

In all other cases where a candidate fails to complete an Assessment task a zero will be recorded for that task.

In any instance where a student is shown to have cheated or gained an unfair advantage in an Assessment task, then a zero will be recorded for that assessment task.

Where a student wishes to make an alteration to an assessment schedule due to circumstances other than illness or College Representation, an Assessment Variation Application must be filled out and returned to the Leader of Curriculum two weeks prior to the date of assessment, accompanied by required documentation.

PLAGIARISM

Plagiarism is the direct use of material from any published document or text including the internet without the acknowledgment of the source. When researching assignments, students should be aware that if they plagiarise they will be awarded zero marks. All students are required to complete the NESA course "All my on Work", which deals with plagiarism.

LATE SUBMISSIONS

These will incur a penalty of 20% loss of marks for each school day late, with zero marks being given after three days' lateness.

If a student requires an extension of time for an Assessment task or a substitute task, in any subject, then that student must make an Assessment Variation Application on the appropriate form **at least three days before** the due date from the Curriculum Co-Ordinator.

It is the student's responsibility to see that the teacher concerned receives an assessment task before 9.00am on the date due (unless instructed otherwise by the subject teacher).

ABSENCES

If a student is unable to attend school on a day on which an Assessment task is due or is to be done, he/she must -

- Contact the school by phone before 9.00am that day (or receive a deduction of 10%)
- Provide an MSPC Assessment Variation Application: Illness form completed by a doctor in case of sickness
- Provide a MSPC Assessment Variation Application: Misadventure Form completed with a suitable explanation and evidence in other cases
- Report to the subject teacher before 9.00am on the next day they attend school, to do either the task missed or a substitute task, depending on the circumstances and provide documentation as listed above.

REPORTING OF MARKS

Each Faculty is responsible for ensuring that tasks are marked in accordance with the Syllabus guidelines. Ranking, scaling and recording of all marks are the responsibility of the individual Faculties.

After each Assessment task is returned, students will have access to their rank for that task and may request a review of that mark **AT THAT TIME ONLY**. Once the marks have been recorded no further review is possible.

Students who receive a zero, and parents of students who receive a zero, should be informed in writing.

Progressive rankings of students in each course will be maintained by each faculty.

Reports in Year 11 and Year 12 will only show exam marks and cumulative assessment rank. Assessment marks will not be shown.

At the end of Year 12 the school will submit, to NESA, a rank order of students for each course studied in the school. The school's assessments will be important for the order of merit and relative difference between students rather than for the absolute mark.

The school's assessments will be moderated by NESA. This moderation will be based on each school's performance in the external examination in the appropriate course. The order of merit submitted by the school will not be altered.

Students will receive notification from the Board concerning their final rank in all courses after the final internal examination.

HIGHER SCHOOL CERTIFICATE

The external examination mark and the assessment mark will be reported separately.

For students taking 2 Unit Board courses, both the final examination and the final assessment mark will be recorded, each as a mark in the range 1 to 100. Variations to this mark range will occur for students doing Extension courses. For students taking non-Board courses only the assessment mark will be recorded.

APPEALS

Students may seek a review of their assessment if their position differs significantly from expectations they have had from feedback on their performance in assessment tasks throughout the course. (See SCHOOL REVIEW OF ASSESSMENT section).

Extension students will have their examination performance on the common paper reported separately.

TRANSFERS

Students who transfer from one school to another before Term 4 Year 11 will be assessed with all other students at the receiving school.

Students who transfer between Term 4 Year 11 and the final date of the HSC entry are assessed by the receiving school. The receiving school may seek information from the sending school but there is no obligation on the receiving school to use that information. Students who transfer after the final date of HSC entry are assessed by the sending school.

SATISFACTORY COMPLETION OF COURSES

- To receive a result in any course, you must satisfactorily study the course.
- Satisfactory completion of course involves:
 - a genuine attempt of assessment tasks which contribute more than half of the maximum marks; and
 - participation in experiences which are required by the syllabus, eg assignments, practical work, participation in class; and
 - enough preparation to enable you to make a serious attempt at the examination.
- If your Principal does not certify the satisfactory completion of a course, you will receive no results in that course.

Where a candidate has been given zero marks because of failure to complete assessment tasks totalling 50% or more of the final course assessment mark, the Principal may certify that the course has not been studied satisfactorily.

Students who have failed to complete 40% of the final course assessment mark in any course shall be informed, in writing, that they are in danger of a 'N' assessment.

Candidates attempting ten or more units who do not study a course satisfactorily, will have neither an Assessment nor an Examination mark reported for those courses in which assessment requirements have not been met for the Higher School Certificate, depending upon the number of units which have been studied satisfactorily.

ATTENDANCE

In circumstances where attendance is unsatisfactory, no Record of Achievement, Higher School Certificate or Result Notice will be issued.

Students who have a record and/or a pattern of attendance which in the Principal's judgement warrants the withholding of the Year 11 Record of Achievement and/or the Year 12 Record of Achievement and/or the Higher School Certificate and Result Notice will be required to prove to the Principal's satisfaction, following a review of their attendance, that an award is justified.

Where a Principal considers that a student's pattern of attendance could result in the non-award of a Higher School Certificate, a Result Notice and Record of Achievement, the student must be warned and the parents or guardian immediately advised in writing (if the student is under 18).

EVALUATION

An assessment committee consisting of the Leader of Curriculum and Leader of Learning, will be formed to monitor the conduct of the Assessment Programme at the College.

Higher School Certificate , Attention: Parents and Students of Year 11

Students with special examination needs can be granted disability provisions by NESA to help them compete in their examinations at a level comparable to their peers.

If a student has a special examination need, whether it is related to a physical condition, vision impairment, hearing loss, delayed literacy skills or trouble expressing ideas in writing, a student may be eligible for this support.

The aim of NESA is to offer practical support so that a student's disability or specific need is not seen by examiner's as an inability.

Practical support may mean an extension of test/exam time, rest breaks, someone to read or someone to write the student's responses.

If a student would like to have disability provisions for the HSC assessments examinations then please contact the Learning Support Coordinator as soon as possible.

SCHOOL REVIEW OF ASSESSMENTS

ASSESSMENT REVIEW COMMITTEE

The committee will comprise:

- The Principal
- The Leader of Subject faculty in which the appeal is made.
- One member of staff at the discretion of the Principal
- One member of staff at the discretion of the student requesting the review.

It is the function of this committee to resolve student appeals after the Higher School Certificate.

A student may request from the College, after the last HSC examination, a card detailing his/her Assessment Order of Merit in each externally examined course for which they are a candidate.

A student may appeal to the Assessment Review Committee and may seek a review of his/her Assessments if his/her position in the school's Order of Merit differs significantly from expectations that they have gained from feedback on their performance on Assessment tasks throughout the course.

The student may make the appeal in the two week period following the final HSC examination.

It is important to note that Assessment Reviews will relate only to the student's position in the College's Order of Merit. A student is not entitled to seek a review of teachers' judgements of the worth of individual performance on Assessment Tasks.

In conducting the review the committee will ascertain that:

- the weightings specified by the College in its Assessment Programme conform with NESA's requirements as detailed in the Subject Guides;
- the procedures used by the school for determining the final Assessment mark conform with its stated Assessment Programme. In particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment Programme;
- there be no computational or other clerical errors in the determination of the Assessed mark.

Alterations to the student's Assessment will only be made where one or more of the above conditions have not been met. If the College is satisfied that all the conditions have been met no alterations will be made.

The student will be informed of the procedures and the final result of the review.

The College will provide NESA with a schedule of students whose Assessments have been reviewed and the outcome of those reviews.

VET COURSES - COMPLAINTS AND APPEALS

(a) Assessment Appeals

Competency based assessment review policy and procedures must be a formal part of school practice in the area of assessment. Competency based assessment throughout the course, is the basis for award of industry qualifications. Students have the right of appeal on matters of Assessment and Recognition of Prior Learning. Students must be informed at the commencement of the course of their right of appeal in these matters. Students should refer to the Appeals section of their **Senior Assessment Handbook**. This must be in accordance with the procedures outlined in the ACE Manual 11.13.16; 11.13.17

If you disagree with the results of an assessment task or you believe the result is unfair, you must ask for a review as soon as possible.

- Speak to the teacher who assessed your work.
- If you are not satisfied with your discussion with the teacher then make an appointment to speak to the course (VET) co-ordinator.
- The co-ordinator will discuss your concerns with you.
- A joint meeting will be arranged between you, the teacher and the course (VET) co-ordinator so that your concerns and those of the teacher can be addressed.
- The result of this meeting may be:
 - a revised assessment by the teacher;
 - a new assessment task for part of the disputed task;
 - a full assessment task to be completed in place of the disputed task.

(b) Non-completion of assessment tasks

If it becomes apparent that a student is actively avoiding participation in assessment tasks then the teacher will follow usual practices in determining the reason and following informal or formal procedures to achieve a resolution of the problem. If the problem persists and the student's progress is of serious concern then ACE Manual procedures are followed to warn the student and parents of the consequences of an 'N' award **Assessment appeals**

If a school's policy and procedures for dealing with a complaint made by a student or parent concerning a VET HSC course is unable to achieve a resolution then the Catholic Education Office Lismore, as RTO, must be contacted to assist in bringing about a final resolution.

SCHOOL PROCEDURES FOR MONITORING STUDENT ATTENDANCE AND APPLICATION TO STUDIES

REPORTING STUDENT PROGRESS

Formal, written school reports are issued following the Year 12 Half Yearly and HSC Final examinations. These reports are designed to reflect the work achieved by the student in all aspects of their work, not just in assessment tasks.

Students are meant to complete all work given so that they are adequately prepared for the HSC examination at the end of Year 12.

Unsatisfactory progress through incompleteness of homework, absence from lessons, poor effort, etc. will be reported to parents as soon as possible. Students are reminded that failure to complete both assessable and non-assessable tasks will contribute to their not having met the requirements for the award of the Higher School Certificate.

‘N’ DETERMINATION

If a student is to be given a ‘N’ determination because of failure to complete assessment tasks which contribute in excess of 50% of the final assessment marks in that course, adequate warning will be given.

The warning process:

FIRST WARNING:

The student will be interviewed by the Leader of Curriculum. The student is informed of the need to fulfil his/her responsibilities as a senior student. The student may seek guidance from the Year Co-ordinator, Careers Adviser, Counsellor, Teacher etc. to assist in the successful resolution of the situation. There is an opportunity for the student to rectify the situation. A warning letter is issued.

SECOND WARNING:

An interview with parents of students under 18 years is essential. Consequences of a N-determination are discussed including implications for HSC entrance. The school's support structure is available to the student. The student still has an opportunity to rectify the situation. A second warning letter is issued.

If a N-Grade is assigned in one or more courses, the following will occur:

1. Enrolment in the course concerned may be cancelled.
2. NESAs will be notified.
3. The student will not be able to sit for the HSC Examination in that subject.
4. Students may not meet the 10 units requirement of the HSC pattern of study course which is likely to affect the achievement of a HSC.

A 'N' warning letter will be issued for the Following reasons:

- (a) If a student misses an assessment task or makes a non serious effort / attempt, a written warning will be issued by the KLA Leader of Learning after notification from the teacher or Year Co-ordinator.

The student must make a genuine attempt at completing the task or alternative task by the date outlined on the warning letter. The NESAs require the student be provided with an opportunity to redress the situation. A 0 (zero) mark will apply. Failure to resubmit the task is cause for concern and a parent interview will be necessary.

- (b) Every 4 weeks staff identify to the Leader of Curriculum any student who is not making a serious attempt at general school work and therefore placing themselves in a situation where they will not be deemed to have satisfactorily completed the course.

The Leader of Curriculum will interview all students identified by their teacher as not making a serious attempt. A written warning will be issued by the school. If the student does not complete the work as required, a parent interview may be required.

- (c) Every 4 weeks staff identify any students whose absences from class are of concern.

Students who do not attend regularly, or who miss class, cannot be making a serious effort. As a general rule a student who has missed in excess of 15% of the available lesson time and has not completed any work missed, would be a potential 'N' candidate. Student records will be checked so that relevant details can be considered. Where necessary, the student will be interviewed and a warning letter issued. Students must complete all set class work.



Mount St Patrick College

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Date _____

Dear (Parent/Guardian)

Re: OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of
name
not meeting the Course Completion Criteria for the Higher School Certificate course in
_____.
course

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____.
course name

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

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

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the
student name indicate (a), (b) or (c)

Course Completion Criteria*.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____

Student name

to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved:

Please discuss this matter with _____ and contact the College if

Student name

further information or clarification is needed.

Yours sincerely,

Class Teacher / Leader of Learning

/ /

Principal

/ /



Mount St Patrick College

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Date

Dear (Parent/Guardian)

Re: OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise that your son/daughter _____ is in danger of
not meeting the Course Completion Criteria for the Higher School Certificate course in
_____. _____ frequent absences have prevented him from
achieving sufficient course outcomes to date.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the ____ (eg 1st, 4th) **official warning** we have issued concerning _____.
course name

Course Completion Criteria

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

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Please regard this letter as an official warning.

Please discuss this matter with _____ and contact the school if
further information or clarification is needed.

Yours sincerely,

Class Teacher/Head Teacher

Principal

.....
please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE

- I have received the letter dated _____ indicating that _____
- Is in danger of not having satisfactorily completed the courses listed in the letter.

- I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Date

Dear

I wish to inform you that you have received zero marks for a recent HSC Assessment Task in _____. This task carried a weighting of _____ towards your total HSC Assessment and was not all your own work.

If this situation is repeated you could put your HSC in jeopardy as you will not be fulfilling the requirements of the course. NESA requires a student to avoid plagiarism in completing school assessment tasks in order for that task to be a valid component of school based assessment.

All students have been issued with Assessment Policy booklets clearly outlining procedures for plagiarism and it is your responsibility to follow school procedure.

Please sign below and return to the Leader of Curriculum.

Yours sincerely,

Leader of Curriculum

Subject Teacher

Student's signature: _____

Parent's signature: _____

Date: _____



Mount St Patrick College

Request for an HSC Review

OFFICE USE: Date submitted: _____

N.B. Requests for review must be submitted within 5 days of receipt of the Assessment Rank Card.

NAME: _____

SUBJECT/COURSE: _____ HSC NUMBER: _____

SUBJECT/TEACHER: _____

REASONS FOR REQUESTING THIS REVIEW: _____

- a) It was not arrived at in conformity with the College's published Assessment Programme.
- b) The College's published Assessment Programme does not reflect the component weightings prescribed by NESA.
- c) The ranking arrived at was affected by computational or clerical error.

SUPPORTIVE EVIDENCE BASED ON ASSESSMENT TASK PERFORMANCE

Student's Signature _____ Date _____

This form is to be handed to the Principal.

IF YOU ARE DISSATISFIED WITH THE RESULT OF YOUR REVIEW, YOU MAY ASK NESA FOR A REVIEW.
NO RANK WILL BE ALTERED BY THE BOARD BUT THE COLLEGE POLICY MAY BE VARIED.



Mount St Patrick College

Review of Assessment

PRINCIPAL'S REPORT:

STUDENT'S NAME: _____ STUDENT NUMBER: _____

1) Did the review panel consider that:

The weightings specified by the College in its Assessment Programme conform with the Board's requirements as detailed in the Subject Guides?

YES / NO

2) Did the panel consider that:

The procedures used by the High School for determining the final Assessment mark conform with its stated Assessment Programme, and in particular, that the weightings used for the various Assessment Tasks are consistent with those specified in the Assessment Programme?

YES / NO

3) Did the panel consider that:

There are no computational or other clerical errors in the determination of the Assessment mark?

YES / NO

4) How many members of the review panel:

a) were directly involved with the course, including the preparation of the Assessments?

b) were not directly involved?

5) What information was given to candidates regarding the Assessment Programme for this subject?

6) What information was given to this candidate regarding his/her performance of Assessment Tasks for this course?

- 7) What written and/or verbal information was given to the candidate regarding the College review process?
- 8) What written and/or verbal information was given to the candidate regarding the outcome of the College review?
- 9) Principal's comment:

Principal's Signature

Date

Copy of Student Appeal for Review attached.

To be forwarded to NESAs for each Review carried out.



Mount St Patrick College

Declaration of Student Absence on Day of Assessment

1. DETAILS OF TASK MISSED:

Course: _____

Nature of Task: _____

Due Date: _____

I hereby declare that I was absent from school on _____ for the following unavoidable reasons: _____

SIGNED: _____ (Student)

The following documentary evidence is attached (eg. Doctor's completion of Assessment Variation Application Illness Form, Assessment Variation Application Misadventure Form with funeral notice documentation, etc.)

SIGNED: _____ (Parent/Guardian)

SIGNED: _____ (Teacher)

DATE: _____

NOTE:

1. This form must be brought to school on the first day's attendance after the absence and taken to the class teacher ready to complete the task.
2. The student should always have copies of this form. Spare copies are available from the Leader of Curriculum.

KLA CO-ORDINATOR

SIGNED: _____ (Leader of Curriculum)



Mount St Patrick College

Assessment Variation Application: Illness

Students should attend assessment and examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each assessment or examination.

Student Name: _____

Independent evidence of illness: to be completed by a medical practitioner.

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations/meetings relating of this illness:

Please describe how the student's condition/symptoms could affect their assessment or examination performance. (If the student was unable to attend an assessment or examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)

Name:

Profession:

Place of work:

Telephone:

Signature:

Date:



Mount St Patrick College

Assessment Variation Application: Misadventure

Students should attend assessment and examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each assessment or examination.

Student Name: _____

Independent evidence of misadventure: to be completed by a relevant person such as a police officer:

Description of event:

Date of misadventure:

Are you known to the student?

YES / NO

If YES, nature of the relationship:

Were you a witness to the event?
YES / NO

If NO, how did you obtain the evidence you are providing:

Name:

Profession:

Place of work:

Telephone:

Signature:

Date:

**KEY LEARNING AREA
CREATIVE ARTS**

VISUAL ARTS

Summary of Internal and External Assessment

[illegible]

Visual Arts: Outcomes

A student:

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

Visual Arts Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Total Weighting %
Nature of task	Development of body of work VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	Research and extended response Critical and Historical study exploring the interrelationships that exist between the Areas of Content through the study of a selection of contemporary artists.	Progress of the Body of Work Submission of artwork(s) under development, VAPD documenting experimentation, written reflections including explanations of intention and links between material and conceptual practice.	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: Submission of artwork(s) under development, VAPD, written analysis of intention and artmaking practice through the conceptual framework.	
Date	Term 4, Week 9 2021	Term 1, Week 9-10	Term 2, Week 8	Term 3 THSC Exam- weeks 3-4 Body of Work-approx. 2	

				weeks prior to NESA completion and submission date	
Outcomes	H1, H3, H4	H8, H9, H10	H1, H2, H4, H6	H7, H8, H9, H10 H1, H2, H4, H5, H6	
Components					Weighting
ARTMAKING	10		25	15	50
ART CRITICISM and ART HISTORY		25		25	50
Marks	10	25	25	40	100

- **Outcomes may vary from those printed. Students will receive two weeks' notice before any task.**

MUSIC 1

Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Core <ul style="list-style-type: none"> Performance Composition Musicology Aural 	55 <ul style="list-style-type: none"> 10 10 10 25 	<ul style="list-style-type: none"> Aural Skills (consisting of written answers to musical stimuli) Core + Electives Each weighted evenly	30
Electives Three Electives each worth 15 marks Any combination of Performance and/or Composition and/or Musicology <ul style="list-style-type: none"> Performance (performance and performance related activities) Composition (composition portfolio) Musicology (viva voce and musicology portfolio) 	45 <ul style="list-style-type: none"> 15 15 15 	Core Performance: <ul style="list-style-type: none"> Performance (one piece) Electives: Any combination of Performance and/or Composition and/or Musicology <ul style="list-style-type: none"> Performance (one piece) Composition (one submitted work) Musicology (one viva voce) 	70
MARKS	100	MARKS	100

Outcomes may vary from those printed. Students will receive two weeks' notice before any task
Students will also be required to perform at concerts in Year 11 Term 4 and in Year 12 Terms 1 and 2.

Music 1 Outcomes

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

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 Identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 Performs as a means of self-expression and communication

Music 1 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Description	Core Musicology Musicological Research Summary and Viva Voce demonstrating research and detailed analysis of excerpts within the focus area of the chosen topic	Core Composition and Presentation of Elective Option for Topic 1 Composition activities and Portfolio work which represent the current topic + Topic 1 Elective: Performance or Submitted Composition (with Portfolio) or Musicological Research Summary and Viva Voce	Core Performance and Presentation of Elective Options for Topics 2 & 3 Presentation of Core Performance + Topic 2 and 3 Electives: Performance and/or Submitted Composition (with Portfolio) and/or Musicological Research Summary and Viva Voce	Trial HSC Examination Aural Skills Examination Responses to aural excerpts	
Timing	Term 4 Week 10 2021	Term 1 Week 9-10	Term 2 Week 8	Term 3 Trial Exam block	
Outcomes	H2, H4, H5, H6, H7	H1-8*	H1-8*	H4, H6, H8	
PERFORMANCE			10		10
COMPOSITION		10			10
MUSICOLOGY	10				10
AURAL				25	25
ELECTIVES		15	30		45
Marks	10	25	40	25	100

*Teachers will select appropriate outcomes based on Elective options selected by each student.

DRAMA

Summary of Internal Assessment

Component	Weighting	Tasks
Australian Drama and Theatre (Core component)	30	<p>Assessment should be drawn from the suggestions below:</p> <ul style="list-style-type: none"> workshop activities including oral reflection group interpretations of script extracts group-devised exercises based on specific traditions and styles evaluations of performances and workshops analysis and synthesis and interpretation of research application of research organisation of ideas and opinions to argue a specific case written responses including extended response essays.
Studies in Drama and Theatre	30	
Development of Group Performance	20	<p>Assessment should be drawn from the suggestions below:</p> <ul style="list-style-type: none"> recording processes in logbook researching a theme, concept issue, image or idea understanding and development of role/character exploring and using a variety of dramatic and theatrical elements and conventions collaboratively developing, shaping and refining dramatic action applying and refining performance skills.
Development of Individual Project	20	<p>Assessment should be drawn from the suggestions below:</p> <ul style="list-style-type: none"> recording process in logbook selecting an appropriate area of study clarifying and expressing intentions in a rationale recording, analysing and synthesising research material applying appropriate making and/or performance skills using original ideas, approaches and forms of presentation.
Marks	100	

Drama: Summary of External Assessment

External Assessment	Weighting	Internal Assessment	Weighting
<p>Written Examination</p> <p>Two compulsory sections.</p> <p>Section I</p> <p>Australian Drama and Theatre (Core component)</p> <ul style="list-style-type: none"> one extended response question common to the two prescribed topics. <p>Section II</p> <p>Studies in Drama and Theatre</p> <ul style="list-style-type: none"> one extended response question specific to each of the seven prescribed topics. Students to answer one question on the topic studied. <p>Group Performance</p> <p>Each student will collaborate with a group in devising and performing a piece of original theatre based on a theme or concept, issue, idea or image taken from the Group Performance list.</p> <p>Individual Project</p> <p>Students must undertake a project drawn from one of the following areas:</p> <ul style="list-style-type: none"> Critical Analysis Design Performance Scriptwriting Video Drama. 	<p>40</p> <p>30</p> <p>30</p> <p>30</p>	<p>Australian Drama and Theatre (Core component)</p> <p>Assessment in this area may include:</p> <ul style="list-style-type: none"> workshop activities oral reflections written components combinations of workshop, written and oral activities <p>Studies in Drama and Theatre</p> <p>Assessment in this area may include:</p> <ul style="list-style-type: none"> workshop activities oral reflections written components combinations of workshop, written and oral activities (see page 51). <p>Development of Group Performance</p> <p>Monitoring of Performance and the developmental process (see page 51).</p> <p>Development of Individual Project</p> <p>Monitoring of Individual Project, interviews, workshops, performances, work in progress, logbook and rationale.</p>	<p>30</p> <p>30</p> <p>20</p> <p>20</p>
	100		100

Drama: Year 12 Assessment Schedule 2022

Tasks	Task 1: Contemporary Australian Theatre Practice	Task 2: Significant Plays of the 20th Century	Task 3: Individual Project	Task 4: Trial HSC Written Examination
Date	Term 4 2021 Week 10	Term 1 2022 Week 10	Term 3 2022 August (Date to be decided) I.P Presentations:	Term 3 2022 Trial Exam Block
Weighting	20%	20%	Individual Project- 20% Group project-20%	20% 10% for Australian Drama and Theatre & 10% for Studies in Drama and Theatre
Outcomes	H1.1, H1.3, H1.5, H1.7, H2.3 H3.4, H3.5	H1.2, H1.3, H2.2, H2.3 H3.1, H3.2, H3.3	I.P: H1.1, H1.2, H2.1, H2.2, H2.3 G.P: H1.1, H1.4, H2.2	H3.1, H3.2, H3.3
Components:				
Making 40	10	5	25	
Performing 30	5	5	20	
Critically Studying 30	5	10		15

Drama: Outcomes

Critically Thinking: The student:

- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements

Making: The student:

- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H2.3** demonstrates directorial skills for theatre and other media
- H2.4** appreciates the dynamics of drama as a performing art
- H2.5** appreciates the high level of energy and commitment necessary to develop and present a performance

Performing: The student:

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4** collaborates effectively to produce a group-devised performance
- H1.5** demonstrates directorial skills

- H1.6** records refined group performance work in appropriate form
- H1.7** demonstrates skills in using the elements of production
- H1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9** values innovation and originality in group and individual work

Outcomes may vary from those printed. Students will receive two weeks' notice before any task

KEY LEARNING AREA - ENGLISH

YEAR 12 ENGLISH STANDARD ASSESSMENT REQUIREMENTS

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting %
Knowledge and Understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- *Module C - The Craft of Writing* must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

ENGLISH STANDARD ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of task	Multimodal presentation Language, Identity and Culture	Imaginative text Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 3–4	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Course Outcomes

A student:

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

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

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

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

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

EN12-6 investigates and explains the relationships between texts

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

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

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

YEAR 12 ENGLISH ADVANCED ASSESSMENT REQUIREMENTS

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting%
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- Module C - The Craft of Writing must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

ENGLISH ADVANCED ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Critical response Multimodal presentation Textual Conversations	Imaginative text Craft of Writing	Trial HSC Examination Common Module Module A Module B	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 3–4	
Outcomes assessed	EA12-3, EA12-5, EA12-7, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components	Weighting%			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

Course Outcomes

A student:

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

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

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

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

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

YEAR 12 ENGLISH STUDIES ASSESSMENT REQUIREMENTS

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures of outcomes that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting%
Knowledge and understanding of course content	50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50
	100

The Year 12 formal school-based assessment program is to reflect the following requirements:
a maximum of four assessment tasks

- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.

ENGLISH STUDIES ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Opinion piece incorporating related material Mandatory Module: Texts and Human Experiences	Pocket Film Elective Module: The Big Screen	Motivational Speech (Multimodal Presentation) Elective: Playing the Game	Collection of classwork All modules Elective: On the Road	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3, Week 3	
Outcomes assessed	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
Components	Weighting %				
Knowledge and understanding of course content	15	10	10	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	50
Total %	25	20	25	30	100

Course Outcomes

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

YEAR 12 ENGLISH EXTENSION 1 ASSESSMENT REQUIREMENTS

NESA requires schools to submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course.

The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances. The actual mark should not be revealed to students as it is subject to moderation and may become confusing for students when they receive their results. Students must be informed that they can obtain their Assessment Rank Order Notice from Students Online after the last HSC examination at their centre and within the period of time for appeals.

The school-based assessment marks submitted to NESA for Year 12 must not include measures that address values and attitudes or reflect student conduct. Schools may decide to report on these separately to students and parents/carers.

The collection of information for the Year 12 school-based assessment mark must not begin before the completion of the Year 11 course.

The components and weightings for Year 12 are mandatory.

Component	Weighting
Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%

The Year 12 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be a creative response with a maximum weighting of 40%
- at least one task must integrate student selected related material.

ENGLISH EXTENSION 1 – YEAR 12

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Course Outcomes

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

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

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

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

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Assessment Schedule: English Extension 2

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	Term 1, Week 1	Term 2, Week 3	Term 3, Week 1	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

Note: Students must submit the Major Work Journal for monitoring with each task.

Course Outcomes

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

KEY LEARNING AREA

HUMAN SOCIETY & ITS ENVIRONMENT

1 UNIT STUDIES OF RELIGION - YEAR 12

Summary of Internal and External Assessment

Internal Assessment	Weighting	External Examination	Weighting
1. Task 1 - Class Task Topic 1	15%	Section I – Religion and Belief in Australian post-1945	10% 5%
2. Task 2: Depth Study In - class Task	15%	Section II – Religious Tradition Depth Study Candidates answer one question	15%
3. Trial Exam	20%	Section III – Religious Tradition Depth Study Candidates answer one extended response question	20%
Marks	50%	Marks	50%
Total Marks 100%			

Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting
	Class Task	Depth Study	Trial HSC examination	
	Term 1 2022	Term 2	Term 3	
	H1, H3, H4, H5, H7, H8, H9	H4, H5, H6, H8, H9,	H1, H2, H3, H4, H5, H7, H8, H9	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	5		5	10
Investigation and research		10		10
Communication of information, ideas and issues in appropriate forms	5		5	10
Marks	15	15	20	50

- Outcomes may vary from those printed. Students will receive two weeks notice before any task.

I Unit Studies of Religion Outcomes

A student:

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

CATHOLIC FAITH IN ACTION - YEAR 12

Assessment Schedule

Internal Assessment	Outcomes	Weighting	Due
1. Prayer Experience	KS1.2, KS2.1, KS4.1	30%	Term 1 Year 12 Week 5/6
2. Interview with an Identified person in Outreach	KS4.2 KS4.3, KS7.1	30%	Term 2 Year 12 Assessment Block
3. Journal and reflection activity	KS5.1, KS6.3, KS7.3	40%	Term 3 Year 12 Assessment Block
Total Marks 100%			

- Outcomes may vary from those printed. Students will receive two weeks' notice before any task.

Outcomes

A student:

- KS1.1** Experiences the religious and sacramental life of the school.
- KS1.2** Demonstrates an understanding of the centrality of the Eucharist to the Catholic story.
- KS1.3** Describes how human frailty, conflict and forgiveness are part of the human journey.
- KS1.4** Describes how forgiveness, compassion and mercy are central to the life of Catholics.
- KS1.5** Explains an understanding of God-given potential in order to make a meaningful contribution to family, work and community and find fulfilment in life and work.
- KS2.1** Explains and analyses the place of Scripture in the Catholic tradition.
- KS3.1** Explains and analyses Church teachings on being human.
- KS3.2** Interprets Catholic Social Teachings for a range of life issues and situations.
- KS4.1** Explains the leadership of Jesus Christ as evidenced in the Scriptures.
- KS4.2** Describes and analyses the leadership of other key people of faith as authentic examples of Christian witness under the inspiration of the Holy Spirit.
- KS4.3** Proposes ways to be authentic leaders in living the Christian life.
- KS5.1** Presents information and ideas clearly, honestly and with sensitivity to others.
- KS5.2** Uses language, symbols and texts for diverse audiences.
- KS5.3** Can engage in dialogue with diverse audiences, including different cultures, religions and worldviews.
- KS6.1** Uses and integrates the Catholic faith tradition in the critical analysis of the arts media, technology and information systems.
- KS6.2** Makes decisions in light of Gospel values with an informed moral conscience.
- KS6.3** Examines, evaluates and applies knowledge of interdependent systems (spiritual, physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
- KS7.1** Demonstrates and practices characteristics of Christian leadership.
- KS7.2** Relates respectfully to others and the environment.
- KS7.3** Works with integrity and supports this in the work of others.
- KS7.4** Recognises diverse perspectives and contributions to work effectively as a team member.

BUSINESS STUDIES HSC COURSE

Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Operations - Topic Test	Financial Statement Analysis	Trial HSC Examination	
Timing	Term 1 Assessment Block	Term 2 Assessment Block	Term 3 Trial Exam Block	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H8, H9, H10	H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Components	Weighting %			
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills		10	10	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms	10	5	5	20
Total %	25%	35%	40%	100

- **Outcomes may vary from those printed. Students will receive two weeks notice before any task.**

Outcomes

The student:

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

LEGAL STUDIES HSC COURSE

Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Test/Research Task Crime & Human Rights	In-class essay Family & Workplace	Trial HSC Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 3 & 4	
Outcomes assessed	H1, H2, H3, H4, H8, H9	H4, H5, H6, H7, H9, H10	H1, H2, H3, H4, H7, H9	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40%
Analysis and evaluation	5	5	10	20%
Inquiry and research	10	10		20%
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20%
Total %	30	30	40	100%

- **Outcomes may vary from those printed. Students will receive two weeks notice before any task.**

Outcomes

A student:

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

MODERN HISTORY HSC COURSE

Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Research and Response	Written Task	Trial HSC	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 3-4	
Outcomes assessed	MH 12-1,3,5,8	MH 12-4, 6, 8,9	MH 12-1,3,4,7,9	
Components	Weighting %			
Knowledge and understanding of course content	5	15	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		15	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Total %	30	30	40	100%

- **Outcomes may vary from those printed. Students will receive two weeks notice before any task.**

Outcomes

A student develops the skills to:

- H1.1** describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2** analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1** explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1** ask relevant historical questions
- H3.2** locate, select and 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

ANCIENT HISTORY COURSE

Task number	Task 1	Task 2	Task 3	
Nature of task	Julio-Claudians - Historical Analysis	Agrippina - Source Analysis	Examination: HSC Trial	
Timing	Term 1, Assessment Block	Term 2, Assessment Block	Term 3, Trial exam block	
Outcomes assessed	AH12-3, AH12-7, AH12-8, AH12-9	AH12-5, AH12-6, AH12-9	AH12-1; AH12-2; AH12-3; AH12-4; AH12-5; AH12-6; AH12-7; AH12-9; AH12-10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100%

OBJECTIVES AND OUTCOMES

Knowledge and Understanding

Students:

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of Continuity and change over time. A student:

- AH12-1** accounts for the nature of continuity and change in the ancient world
AH12-2 proposes arguments about the varying causes and effects of events and developments
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
AH12-4 analyses the different perspectives of individuals and groups in their historical context
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

Skills

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

A student:

- AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7 discusses and evaluates differing interpretations and representations of the past
AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well- structured forms
AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

ONLINE ECONOMICS HSC COURSE

Assessment Schedule

TASK	Task 1:	Task 2:	Task 3:	Task 4:	Weighting
APPROXIMATE DATE OF TASK	Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4	
Component	Research and related in-class extended response. Global economy and Country Case Study	Mid- course task.	Economic policies and management: Research, interpretation, application and communication	Trial HSC examination	
OUTCOMES	H1,H2,H3, H4, H5, H7, H8, H9,H10, H12	H1, H2, H3, H4, H7,H8, H10, H11	H1, H2, H4, H5, H6, H7, H8, H10, H11,H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Knowledge and understanding of course content (40)	5	10	5	20	40
Stimulus-based skills (20)			10	10	20
Inquiry and research (20)	10		10		20
Communication of economic information, ideas and issues in appropriate forms (20)	5	5	5	5	20
Marks(100)	20	15	30	35	100

- **Outcomes may vary from those printed. Students will receive two weeks notice before any task.**

Outcomes

A student:

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

- H10** communicates economic information, ideas and issues in appropriate forms
- H11** applies mathematical concepts in economic contexts
- H12** works independently and in groups to achieve appropriate goals in set timelines

KEY LEARNING AREA - MATHEMATICS

MATHEMATICS STANDARD 1 YEAR 12 ASSESSMENT

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-class test – Student developed reference sheet	In-class open book test	End of Course Examination	
	Topics F2, F3	Topics M5, N1	Topics A3.1, S3.1	All content	
	Term 4 (2021)	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes assessed MS1-12-5 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed All outcomes except MS1-12-9	
Understanding, Fluency and Communicating	10	12.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	20	25	25	30	100

- **Outcomes to be assessed in this assessment schedule are a guide only. Students will receive written notification two weeks before any assessment task confirming which outcomes (and topics) will be assessed.**

OUTCOMES

A student:

- MS1-12-1:** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2:** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3:** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4:** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5:** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6:** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7:** solves problems requiring statistical processes
- MS1-12-8:** applies network techniques to solve network problems
- MS1-12-9:** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10:** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS STANDARD 2 YEAR 12 ASSESSMENT

Components	Task 1	Task 2	Task 3	Weighting %
	In-class test Topics M7, N2.1, N2.2, M6	In-class test Topics S4, F5	Trial HSC Examination All content	
	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-10	Outcomes assessed MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7	Outcomes assessed All outcomes except MS2-12-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

- **Outcomes to be assessed in this assessment schedule are a guide only. Students will receive written notification two weeks before any assessment task confirming which outcomes (and topics) will be assessed.**

OUTCOMES

A student:

MS2-12-1: uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2: analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3: interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4: analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5: makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6: solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7: solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8: solves problems using networks to model decision-making in practical problems

MS2-12-9: chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10: uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

MATHEMATICS ADVANCED YEAR 12 COURSE ASSESSMENT

Components	Task 1	Task 2	Task 3	Weighting %
	In-class test Topics	In-class test Topics	Trial HSC Examination	
	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes assessed MA12-3 MA12-6	Outcomes assessed MA12-4 MA12-3 MA12-7 MA12-10	Outcomes assessed All outcomes except MA12-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

- **Outcomes to be assessed in this assessment schedule are a guide only. Students will receive written notification two weeks before any assessment task confirming which outcomes (and topics) will be assessed.**

OUTCOMES

MA12-1: uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2: models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3: applies calculus techniques to model and solve problems

MA12-4: applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5: applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6: applies appropriate differentiation methods to solve problems

MA12-7: applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8: solves problems using appropriate statistical processes

MA12-9: chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10: constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS EXTENSION 1 HSC COURSE ASSESSMENT

Components	Task 1	Task 2	Task 3	Weighting %
	In-class test Topics	In-class test Topics	Trial HSC Examination Topics	
	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes assessed ME11-1 ME11-2 ME11-4 ME12-3	Outcomes assessed ME12-1 ME12-2 ME12-4 ME12-7	Outcomes assessed All outcomes except ME12-6	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Note: Students may also be assessed with the year 12 Mathematics cohort. Some students in Extension 1 may be given the opportunity to sit the HSC in Mathematics one year early.

- **Outcomes to be assessed in this assessment schedule are a guide only. Students will receive written notification two weeks before any assessment task confirming which outcomes (and topics) will be assessed.**

OUTCOMES

ME11-1: uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2: manipulates algebraic expressions and graphical functions to solve problems

ME11-4: applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME12-1: applies techniques involving proof or calculus to model and solve problems

ME12-2: applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3: applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4: uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5: applies appropriate statistical processes to present, analyse and interpret data

ME12-6: choose and uses appropriate technology to solve problems in a range of contexts

ME12-7: evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

MATHEMATICS EXTENSION 2 HSC COURSE ASSESSMENT

Components	Task 1	Task 2	Task 3	Weighting %
	In-class test	In-class test	Trial HSC Examination	
	Term 1 Week 9/10	Term 2 Week 7/8	Term 3 Week 3/4	
	Outcomes assessed MEX12-2 MEX12-5 MEX12-6 MEX12-7	Outcomes assessed MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcomes assessed All outcomes	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Note: Outcomes to be assessed in this assessment schedule are a guide only. Students will receive written notification two weeks before any assessment task confirming which outcomes (and topics) will be assessed.

OUTCOMES

MEX12-1: understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2: chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3: uses vectors to model and solve problems in two and three dimensions

MEX12-4: uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5: applies techniques of integration to structured and unstructured problems

MEX12-6: uses mechanics to model and solve practical problems

MEX12-7: applies various mathematical techniques and concepts to model and solve structured, unstructured and multistep problems

MEX12-8: communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

KEY LEARNING AREA PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2 UNIT PDHPE HSC ASSESSMENT

Summary of Internal and External Assessment

External Assessment	Weighting	Internal Assessment	Weighting
<p>A written examination consisting of:</p> <p><i>Section 1</i></p> <p>Core One and Two</p> <ul style="list-style-type: none"> Part A Objective Response Questions Part B Short Answer <p><i>Section 11</i></p> <p>Option One and Two</p> <ul style="list-style-type: none"> 2 Questions for each Option: - Question 1 (8 marks & may contain parts) - Question 2 (12 marks, 500 words, 3 ½ pages) 	<p>20</p> <p>40</p> <p>20</p> <p>20</p>	<p>A maximum of 4 assessment tasks comprising the following components:</p> <p>Assessment Components</p> <ul style="list-style-type: none"> Knowledge and understanding of course content Skills in critical thinking, Research, analysis & communicating <p>Total</p> <p>Syllabus Weightings</p> <ul style="list-style-type: none"> Core 1 Core 2 Option 1 Option 2 	<p>40</p> <p>60</p> <p>100</p> <p>30</p> <p>30</p> <p>20</p> <p>20</p>
Total	100	Total	100

Internal Assessment	Task 2 In – class task	Task 3 Written Analysis	Task 4 Trial Exam	Total Weighting
Date	Term 1	Term 2	Term 3	
Task Weighting	30%	30%	40%	100%
Outcomes	H1, H2, H3, H4, H5, H14, H15, H16	H2, H5, H6, H14, H15, H16, H8, H13, H17	H1 – H17	
Syllabus Components				
Knowledge and understanding of course content	15	15	10	40%
Skills in critical thinking, research, analysis & communicating	20	20	20	60%
TOPICS	Core 1	Options	ALL	

- Outcomes assessed may vary from those printed. Students will receive an Assessment Task Notification two weeks before any task.

OUTCOMES

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

2 UNIT COMMUNITY AND FAMILY STUDIES

Summary of Internal and External Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A written examination consisting of:		4 Assessment tasks comprising the following components	
Section 1		Assessment Components	
Part A		<ul style="list-style-type: none"> Knowledge, understanding of how the following impact on wellbeing: resource management, positive relationships, range of societal factors and nature of groups, families and communities. 	40
<ul style="list-style-type: none"> Objective Response Questions 	20		
Part B		<ul style="list-style-type: none"> Skills in: applying management processes to meet the needs of individuals, groups, families and communities; planning to take responsible action to promote wellbeing. 	60
<ul style="list-style-type: none"> Short Answer Questions 	55		
		TOTAL	100
Section 11		Syllabus Weightings	
There are 3 Options – Students study one. For chosen Option:		<ul style="list-style-type: none"> Core 1 	25
<ul style="list-style-type: none"> 2 Questions 	25	<ul style="list-style-type: none"> Core 2 	25
<ul style="list-style-type: none"> - Question 1 (10 marks & contain parts) 		<ul style="list-style-type: none"> Core 3 	25
<ul style="list-style-type: none"> - Question 2 Extended Response (15 marks, expected length 600 words, 4 pages) 		<ul style="list-style-type: none"> Option 2 	25
TOTAL	100	TOTAL	100

Assessment Schedule

	Task 1	Task 2	Task 3 Trial Exam	Total Weighting
Date	Term 1	Term 2	Term 3	
Task Weighting	30%	30%	40%	100%
Outcomes	H2.2, H2.3 H3.1, H4.1 H5.1, H6.2	H2.2, H2.3 H3.4, H5.2 H6.1	H1.1 to H7.4	
Syllabus Components				
Knowledge, understanding of course content	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	10	20	30	60%

- Outcomes may vary from those printed. Students will receive two weeks notice before any task.

OUTCOMES

- H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1** analyses different approaches to parenting and caring relationships
- H2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1** analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2** evaluates networks available to individuals, groups and families within communities
- H3.3** critically analyses the role of policy and community structures in supporting diversity
- H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1** justifies and applies appropriate research methodologies
- H4.2** communicates ideas, debates issues and justifies opinions
- H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1** analyses how the empowerment of women and men influences the way they function within society
- H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- H7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- H7.2** develops a sense of responsibility for the wellbeing of themselves and others
- H7.3** appreciates the value of resource management in response to change
- H7.4** values the place of management in coping with a variety of role expectations

2 UNIT SPORT, LIFESTYLE AND RECREATION

3 MODULES will be covered and assessed during this **2 unit – 120 hour course**.

Summary of Internal Assessment

Component	Weighting	Task
KNOWLEDGE and UNDERSTANDING	50%	The assessment tasks given to students must: <ul style="list-style-type: none"> • be consistent with the objectives and outcomes being assessed • provide for a range of performances and achievements within the group • be consistent in number with comparable 1 or 2 unit Board-developed courses • use a range of assessment instruments; each instrument must be appropriate to the outcomes it is designed to measure. • Instruments used for assessment purposes may include the following: class essays, critical reviews, debates, diary/learning log, essay test, excursion reports, individual/group reports, internet research, assignments, laboratory reports, library research projects, mock interviews, multiple-choice tests, oral reports, practical performances, problem-solving assignments, problem-solving tests, seminars, short-answer tests, skills checklists, written reports on case studies, excursions, field trips, surveys
SKILLS	50%	

Assessment Schedule

	Task 1	Task 2	Task 3	Total Weighting
Date	Term 1	Term 2	Term 2	
Task Weighting	30%	40%	30%	100%
Outcomes	1.1, 1.3, 1.4, 4.1	1.1, 2.1, 3.2, 4.1,	1.1, 3.1, 3.2, 4.5	
Syllabus Components				
Knowledge	15%	20%	15%	50%
Skills	15%	20%	15%	50%

- Outcomes may vary from those printed. Students will receive two weeks notice before any task.

OUTCOMES

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
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
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 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
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

KEY LEARNING AREA - SCIENCE

Year 12 Biology Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Module	Indicative hours	Depth studies
		Module 5 Heredity	60	*15 hours in Modules 5–8
		Module 6 Genetic Change		
		Module 7 Infectious Disease	60	
		Module 8 Non-infectious Disease and Disorders		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

HSC Biology Internal Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Model Building Building a model of DNA	Depth study: Research and report on the role of development genes in evolution	Practical Investigation Design and conduct a practical investigation	Trial HSC Examination	
	Term 4, Week 6	Term 1, Week 8	Term 3, Week 3	Term 3, Week 9	
	Outcomes Assessed BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	Outcomes assessed BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100

Table of Objectives and Outcomes – Continuum of Learning Biology

Skills Objectives Students: <ul style="list-style-type: none"> develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes A student:
Questioning and predicting BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information BIO11/12-5 analyses and evaluates primary and secondary data and information
Problem solving BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

Year 12 course
Knowledge and Understanding Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of heredity and genetic technologies
Year 12 course outcomes A student:
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of the effects of disease and disorders
Year 12 course outcomes A student:
BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Year 12 Chemistry Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Equilibrium and Acid Reactions	60	*15 hours in Modules 5–8
		Module 6 Acid/base Reactions		
		Module 7 Organic Chemistry	60	
		Module 8 Applying Chemical Ideas		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

HSC Chemistry Internal Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Depth Study Solubility	Topic Test Module 5& 6	Practical and Process (Titration)	Trial HSC Examination Modules 5, 6 ,7,8	
	Term 1, Week 3	Term 1, Week 7	Term 2, Week 9	Term 3, Week 3&4	
	Outcomes assessed CH11/12-2 CH11/12-3 CH11/12-5 CH12-13 11/12.1-11/12/7	Outcomes assessed CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-7 CH12-13	Outcomes assessed CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH 12-14	
Skills in Working Scientifically	15	10	15	20	60
Knowledge and Understanding	5	10	5	20	40
Total %	20	20	20	40	100

Table of Objectives and Outcomes – Continuum of Learning Chemistry

Skills Objectives Students: <ul style="list-style-type: none"> develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes A student:
Questioning and predicting CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information CH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

Year 12 Course Knowledge and Understanding Objectives
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of equilibrium and acid reactions in chemistry
Year 12 course outcomes A student:
CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of the applications of chemistry
Year 12 course outcomes A student:
CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Year 12 Earth and Environmental Science Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Earth's Processes	60	*15 hours in Modules 5–8
		Module 6 Hazards		
		Module 7 Climate Science	60	
		Module 8 Resource Management		

*15 hours must be allocated to depth studies within the 120 indicative course hours.

HSC Earth and Environmental Science Internal Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Investigation Effect of photosynthesis on Earth's systems	Depth Study Earth's Systems and Hazards and Climate Science	Data Analysis Climate Science Secondary Source Investigation	Trial Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Week 3	
	Outcomes assessed EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES12-12	Outcomes assessed EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-14	Outcomes assessed EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14	Outcomes assessed EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-12 EES11-13 EES11-14 EES11-15	
Skills in Working Scientifically	0	25	25	10	60
Knowledge and Understanding	0	5	10	25	40
Total %	0	30	35	35	100

Table of Objectives and Outcomes – Continuum of Learning Earth and Environmental Science

Skills Objectives Students: <ul style="list-style-type: none"> develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes A student:
Questioning and predicting EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information EES11/12-5 analyses and evaluates primary and secondary data and information
Problem solving EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

Year 12 course
Knowledge and Understanding Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of the evolving Earth
Year 12 course outcomes A student:
EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of the impacts of living on the Earth
Year 12 course outcomes A student:

EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Year 12 Investigating Science Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Scientific Investigations	60	*30 hours in Modules 5–8
		Module 6 Technologies		
		Module 7 Fact or Fallacy?	60	
		Module 8 Science and Society		

*30 hours must be allocated to depth studies within the 120 indicative course hours.

HSC Investigating Science Assessment Schedule– Year 12

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Investigation	Secondary Sourced Research Task	Depth Study Critical Review	Trial HSC examination	
	Module 5	Modules 5 and 6	Module 7 and 8	Modules 5–8	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3	
	Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS12-12	Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS12-13	Outcomes assessed INS11/12-1 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14 INS12-15	Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12 INS12-13 INS12-14 INS12-15	
Skills in Working Scientifically	15	15	20	10	60
Knowledge and Understanding of course content	5	5	10	20	40
Total %	20	20	30	30	100

Table of Objectives and Outcomes – Continuum of Learning Investigating Science

Skills Objectives Students: <ul style="list-style-type: none"> develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes A student:
Questioning and predicting INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information INS11/12-5 analyses and evaluates primary and secondary data and information
Problem solving INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Year 12 Course Knowledge and Understanding
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of science and technology
Year 12 course outcomes A student:
INS12-12 develops and evaluates the process of undertaking scientific investigations
INS12-13 describes and explains how science drives the development of technologies
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of contemporary issues involving science
Year 12 course outcomes A student:
INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Year 12 Physics Course Structure and Requirements

Year 12 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth studies
		Module 5 Advanced Mechanics	60	*15 hours in Modules 5–8
		Module 6 Electromagnetism		
		Module 7 The Nature of Light	60	
		Module 8 From the Universe to the Atom		

HSC Physics Internal Assessment Schedule

Component	AFL	Task 1	Task 3	Task 4	Weighting %
	Electromagnetism	Topic Test	Depth Study Literature Review and Investigation Nature of Light	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Week 4	
	Outcomes assessed PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	Outcomes assessed PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	Outcomes assessed PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding of course content	0	10	10	15	40
Skills in Working Scientifically	0	15	15	10	60
Total %	0	25	35	25	100

Table of Objectives and Outcomes – Continuum of Learning Physics

Skills Objectives Students: <ul style="list-style-type: none"> develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes A student:
Questioning and predicting PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information PH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

The Working Scientifically outcomes at the beginning of each module are targeted for emphasis. The other Working Scientifically outcomes may also be addressed in each module.

Year 12 course
Knowledge and Understanding Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of advanced mechanics and electromagnetism
Year 12 course outcomes A student:
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively.
Objective Students: <ul style="list-style-type: none"> develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics
Year 12 course outcomes A student:

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

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

Year 12 1 Unit Science Extension Course Structure and Requirements

Year 12 Course 1 Unit (60 hours)	Students develop a response to a scientific research question that requires the analysis of data from one, or a combination of, the disciplines of Science		
	Modules	Indicative hours	Scientific Research Project
	Module 1 The Foundations of Scientific Thinking	10	Establish an area for scientific research
	Module 2 The Scientific Research Proposal	10	Formulate the hypothesis for research
	Module 3 The Data, Evidence and Decisions	20	Find or generate the data Apply methodologies to analyse the data
	Module 4 The Scientific Research Report	20	Develop the Scientific Research Report and respond to the hypothesis
	Mandatory Scientific Research Report and Portfolio		

Prerequisite courses for entry into Science Extension Year 12 are one of, or a combination (up to 6 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 11.

Co-requisite courses for Science Extension Year 12 are one of, or a combination (up to 7 units of study) of, Biology, Chemistry, Earth and Environmental Science, Investigating Science or Physics in Year 12.

Students will need to have appropriate access to the internet and a computer during the HSC examination. This access is also required to support aspects of class and study time.

Students must propose and develop a research question, formulate a hypothesis and develop evidence-based responses in the form of a Scientific Research Report, which is supported by a Scientific Research Portfolio.

The Scientific Research Report is a result of the student's own work and must adhere to the principles and practices of good scholarship, as identified in the *HSC: All My Own Work* course. While students may collaborate with and draw upon the expertise, knowledge and data held by others in developing their Scientific Research Report and Portfolio, this assistance must be referenced using accepted protocols. All scientific research must be sensitive to community expectations in relation to the question being interrogated. Students must adhere to ethical practices in the collection and analysis of data and the communication of results.

Objectives and Outcomes – Continuum of Learning Extension 1 Science

<p>Knowledge, Understanding and Skills Objective</p> <p>Students:</p> <ul style="list-style-type: none"> • apply the Working Scientifically processes as they are practised by the scientific community
<p>Outcome</p> <p>A student:</p> <p>SE-1 refines and applies the Working Scientifically processes in relation to scientific research</p>
<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> • develop extensive knowledge and understanding about the development of scientific inquiry and research
<p>Outcome</p> <p>A student:</p> <p>SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry</p>
<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> • develop extensive understanding of the nature of, and the application and processes involved in, modern scientific research
<p>Outcomes</p> <p>A student:</p> <p>SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan</p> <p>SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets</p> <p>SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research</p>
<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> • develop and apply comprehensive knowledge, understanding and skills, to a specific area of science informed by researching, manipulating and analysing primary and secondary-sourced data in relation to relevant publicly available data sets
<p>Outcome</p> <p>A student:</p> <p>SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets</p>
<p>Objective</p> <p>Students:</p> <ul style="list-style-type: none"> • develop and apply extensive knowledge, understanding and skills relating to the current methods of communicating scientific ideas through scientific research
<p>Outcome</p> <p>A student:</p> <p>SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report</p>

KEY LEARNING AREA - TECHNOLOGICAL & APPLIED STUDIES

HSC Industrial Technology - Timber Products Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Written Industry Report	Process and Justification of Components Technology Report	Trial HSC Examination	
	Term 1	Term 2	Term 3	
	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H4.1, H4.2, H4.3, H5.1, H6.1, 6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H5.2, H6.1, H6.2, H7.1, H7.2	
	Industry Study Report 1. structural 2. technical 3. environmental 4. sociological 5. personnel 6. sectors within the industry 7. legislation 8. OHS issues 9. career opportunities 10. historical aspects 11. sales and marketing	Research and application of a range of processes and technologies to the development of the Major Project Selection and Justification of Components Processes and Other Resources	Trial HSC Examination	
Knowledge and understanding of course content	20		20	40
Knowledge and skills in the design, management, communication and production of a major project	10	40	10	60
Total %	30%	40%	30%	100

HSC Industrial Technology - Multimedia Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Written Industry Report	Process and Justification of Components Technology Report	Trial HSC Examination	
	Term 1	Term 2	Term 3	
	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H2.1, H4.1, H4.2, H4.3, H5.1, H6.1, 6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H5.2, H6.1, H6.2, H7.1, H7.2	
	Industry Study Report 1. Structural 2. technical 3. environmental 4. sociological 5. personnel 6. sectors within the industry 7. legislation 8. OHS issues 9. career opportunities 10. historical aspects 11. sales and marketing	Research and application of a range of processes and technologies to the development of the Major Project Selection and Justification of Components Processes and Other Resources	Trial HSC Examination	
Knowledge and understanding of course content	20		20	40
Knowledge and skills in the design, management, communication and production of a major project	10	40	10	60
Total %	30%	40%	30%	100

HSC Design and Technology Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
	Term 1	Term 2	Term 3	
	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.3, 5.2, 6.1, 6.2	3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	
	The study of: <ul style="list-style-type: none"> designs and design practice factors which may impact on successful innovation entrepreneurial activity the impact of emerging technologies the impact on Australian society historical and cultural influences ethical and environmental issues creativity. 	The study and application of: <ul style="list-style-type: none"> Project proposal and project management <ul style="list-style-type: none"> identification and exploration of the need areas of investigation criteria to evaluate success action, time and finance plans Project development and realisation <ul style="list-style-type: none"> design theory and practice creativity research development and evaluation of ideas study of practices in industrial and commercial settings production techniques communication safe working practices selection and use of resources 	Trial HSC Examination	
Knowledge and understanding of course content	30		10	40
Knowledge and skills in designing, managing, producing and evaluating a major design project		40	20	60
Total %	30%	40%	30%	100

Vocational Education and Training (VET)

2 Unit Vocational Education and Training (VET) Hospitality Certificate II in Kitchen Operations SIT201312 HSC Assessment

Hospitality Certificate II in Kitchen Operation (240 Hours) consists of two assessment components:

- Internal assessment – competency based assessment
- External assessment – written examination (Optional)

INTERNAL ASSESSMENT REQUIREMENTS:

The assessment is competency based. This requires students to develop the competencies and skills and knowledge described by each Unit of Competency. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log. Assessment will include topic tests, written assignments, case studies, examinations, practical tests and catering events.

Students assessed as competent will achieve AQF Certificate II Hospitality in Kitchen Operations or a Statement of Attainment towards Certificate II Kitchen Operations, which will outline the competences that have been achieved. The students are entitled to two to three opportunities to show competency. Some of the assessment tasks are also scheduled to determine first place in the subject and the academic excellence medallion. These tasks will be allotted a mark and a task weighting as per the assessment schedule.

EXTERNAL ASSESSMENT REQUIREMENTS:

The optional High School Certificate Examination is a two hour written paper. The external examination will test a sample of the units of competency from the mandatory focus areas and the Kitchen Operations and Cookery Stream. Students will be required to notify NESA during the HSC year if they wish to present for this examination.

The college must submit an estimated examination mark for each student entered for a VET examination. This mark will be used only in the case of an illness/misadventure appeal.

The examination result may contribute to the calculation of the student's ATAR. The examination result is independent of the Competency Based Assessment undertaken during the course and has no impact on student eligibility for AQF (Australian Qualifications Framework).

The Trial Examination will be compulsory for all students. This examination will be used to assess the competency of all students. The mark is also required for the submission of an estimated examination mark for students intending to sit the HSC exam.

Year 12 Assessment Program 2021 / 2022

Hospitality VET – Academic Excellence

	TASK 1 Half Year Exam	TASK 2 Practical Exam	TASK 3 Yearly Exam
	Week 6 Term 1	Week 5 Term 3	Week 3 Term 3
Components	Content Area Use hygienic practices for food safety; Participate in safe work practices; Work effectively with others; Source and use information on the hospitality industry; Use food Preparation equipment; Produce dishes using basic methods of cookery Clean kitchen premises and equipment; Participate in safe food handling practices;	Content Area Clean kitchen premises and equipment; Participate in safe food handling practices; Produce dishes using basic methods of cookery	Content Area Use hygienic practices for food safety; Participate in safe work practices; Work effectively with others; Source and use information on the hospitality industry; Use food Preparation equipment; Produce dishes using basic methods of cookery Clean kitchen premises and equipment; Participate in safe food handling practices;
Half Yearly Weighting	100		
Yearly Weighting	20	50	30

Assessment Schedule – Competency

Event	Unit	Timing
<ul style="list-style-type: none"> - Topic tests - Research assignments - Practical lessons - Written Half Yearly Exam - Catering event - Case Studies 	<ul style="list-style-type: none"> • Use cookery skills effectively 12 Service Periods (for students who choose to complete the full Cert II qualification) • Prepare and serve Espresso coffee • Produce Appetisers & Salads • Prepare Sandwiches • Source & use information on the hospitality industry • Work effectively with others • Produce dishes using basic methods of cookery 	<div>Term 4</div> <div>Term 1</div>
<ul style="list-style-type: none"> - Topic Tests - Learner Workbook Activity - Case Study - Practical Lessons - Practical Exam - Catering Events 	<ul style="list-style-type: none"> • Use cookery skills effectively (for students who choose to complete the full Cert II qualification) • Produce dishes using basic methods of cookery • Prepare and serve Espresso coffee • Source & use information on the hospitality industry • Work effectively with others • Maintain the quality of perishable items • Use cookery skills effectively 	<div>Term 2</div> <div>Term 3</div>

- **Detailed elements of competencies will be supplied with each assessment task**
- **Students will receive two weeks notice before any task**

2 Unit Vocational Education and Training (VET) Statement of Attainment Certificate III in Live Production and Services HSC Assessment

Statement of Attainment towards a Certificate III Entertainment Industry Operation (240 Hours) consists of two assessment components:

- Internal assessment – competency based assessment
- External assessment – written examination (Optional)

INTERNAL ASSESSMENT REQUIREMENTS:

The assessment is competency based. This requires students to develop the competencies and skills and knowledge described by each Unit of Competency. There is no mark awarded in competency based assessment. Students are assessed as either 'competent' or 'not yet competent'. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Log. Assessment will include Observation of set tasks, projects, scenarios, written tests, student portfolio, case studies, oral questions, journal, demonstrations, and research activities.

Students assessed as competent will achieve the AQF Statement of Attainment towards Certificate III in Live Production and Services, which will outline the competences that have been achieved. The students are entitled to two to three opportunities to show competency. Some of the assessment tasks are also scheduled to determine first place in the subject and the academic excellence medallion. These tasks will be allotted a mark and a task weighting as per the assessment schedule.

EXTERNAL ASSESSMENT REQUIREMENTS:

The optional Higher School Certificate Examination is a two hour written paper. The external examination will test a sample of the units of competency from the training package as well as from the BOSTES curriculum framework. Students will be required to notify the Board of Studies during the HSC year if they wish to present for this examination.

The college must submit an estimated examination mark for each student entered for a VET examination. This mark will be used only in the case of an illness/misadventure appeal.

The examination result may contribute to the calculation of the student's ATAR. The examination result is independent of the Competency Based Assessment undertaken during the course and has no impact on student eligibility for AQF (Australian Qualifications Framework).

The Trial Examination will be compulsory for all students. This examination will be used to assess the competency of all students. The mark is also required for the submission of an estimated examination mark for students intending to sit the HSC exam.

Year 12 Assessment Program 2021 - 2022
Entertainment Industry VET – Academic Excellence

		TASK 1 Demonstration	TASK 2 Observation	TASK 3 Trial Examination	TASK 4 Scenario
		Week 1-10 Term 4	Week 9 Term 4 & 1	Week 3 Term 3	Week in double lessons Terms 1, 2, 3
Components	Weighting	Content Area Operate basic lighting Operate vision systems	Content Area Operate basic lighting Operate vision systems Assist with production operations for live performances Assist with bump in and bump out of shows	Content Area The BOSTES examinable units of competency for 2022 HSC are: CUASOU301 Undertake live audio operations SITXCCS303 Provide service to customers CUALGT301 Operate basic lighting CPCCOHS1001A Work safely in the construction industry CUAWHS302 Apply work health and safety practices CUASTA301 Assist with production operations for live performances CUAVSS302 Operate vision systems CUAIND301 Work effectively in the	Content Area Undertake live audio operations

				creative arts industry	
Knowledge	50	10		40	
Practical	30	10	10		10
Research	20		10		10
MARKS	100%	20	20	40	20

Work Placement 2021 - 2022

(Internal work placements will occur each term throughout the two-year course. It is advisable to complete external work placements before the commencement of year 12 (Term 2 and 3 depending on what is available, however some students may continue placements into term 4.)

"Work placement is a mandatory HSC requirement of each course within this framework and the required hours have been assigned to the work placement requirement for each course".

(Board of Studies, Hospitality Curriculum Framework, Syllabus, page 32)

As such, students must complete all (70 Hours) work placement during the allocated times or they will not be eligible for the PRELIMINARY and HSC in this subject.

Due to ongoing Covid restrictions, **NESA has approved a minimum of 35 hours work placement** for the PRELIMINARY and HSC in this subject.

Assessment Schedule – Competency

Event	Unit	Timing
<ul style="list-style-type: none"> - Research assignments - Student presentations - Practical lessons - External training 	<ul style="list-style-type: none"> “ Operate basic lighting “ Operate vision systems 	Term 4
<ul style="list-style-type: none"> - Work placement - Written Trial Examination - School Musical Events - Music concerts - Assemblies - Masses/ Novo - Drama performances 	<ul style="list-style-type: none"> “ Assist with production operations for live performance “ Assist with bump in and bump out of shows 	Term 1
<ul style="list-style-type: none"> - Student portfolio - Practical Lessons 	<ul style="list-style-type: none"> “ Undertake live audio operations 	Terms 1, 2, and 3
<ul style="list-style-type: none"> - School Events 	<ul style="list-style-type: none"> “ Revision 	Term 3

- Detailed elements of competencies will be supplied with each assessment task
- Students will receive two weeks' notice minimum before any task

LIBRARY

Aims

- To provide students with information from a variety of sources –print, non-print and electronic
- To provide resources which support the school curriculum and students' interests
- To a space conducive to effective learning
- To encourage the enjoyment of books and reading

Access

The Resource Centre is open for use during normal college hours, recess and lunch times with the exception of sports day. It is also available to Senior Students for their allocated study lessons and for completion of work in 'Online' and 'accelerated' courses. At lunch time the resource centre provides a space to complete research, do assignments, read and use laptops for educational pursuits.

Resources

The Centre provides facilities and resources to supplement material and opportunities provided in class. A large collection of Fiction and Non Fiction books are accessible in response to the curriculum and to cater to students' needs. These are supplemented with periodicals, magazines and reference materials. Given easy access to up to date information via the internet the main print emphasis is on good quality Fiction and a judicious choice of relevant Non-Fiction.

The college library resource centre is not merely a physical space for the storage of books. it has the potential to introduce young people to the world of literature and information and to enable them to develop skills which will enhance their lives as adults. It can be difficult for parents to provide all the means desirable to enhance their children's reading and learning opportunities. The library is a place which gives pupils wider access to these resources.

Clickview

The Clickview system is administered via the Resource Centre and provides a wide range of digital resources to supplement the Curriculum. it is being constantly updated and can be accessed anywhere in the College.

Printing and Scan to Email

As a service students have access to the printer housed outside the Library. Credit for printing is allocated to each student at the beginning of the year, this can be topped up as needed on a user pay basis. Students may also scan documents to their school based email address.

Seminar Rooms

Seminar rooms are available for teachers to undertake small group instruction, visiting tutors and for individual students to undertake private study, exams and assessment tasks.

Careers

The Careers office is also located within the Wellbeing Hub giving students access to up to date information.

Conduct

All usual classroom expectations will apply. Students who interfere with the learning opportunities of others may have the privilege of using the Resource Centre withdrawn.

Reading

Through our very well stocked and up to date Fiction collection the College Library Resource Centre promotes reading for personal enjoyment. This is extremely important where homes can be full of the latest electronic wizardry but devoid of print reading materials and traditional reading is almost non-existent. The College library may be the major or only consistent provider of literature experiences for some of our pupils.

Conduct

All usual classroom expectations will apply. Students who interfere with the learning opportunities of others may have the privilege of using the Resource Centre during study lessons withdrawn.

***“So Please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”
© Roald Dahl – Charlie and the Chocolate Factory***

A GLOSSARY OF KEY WORDS TO BE USED ACROSS ALL SUBJECT AREAS.

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.

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions

Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different form; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

REFERENCING – THE HARVARD SYSTEM

When you write an assignment it is necessary to provide references for all material you did not think of yourself. References are cited (identified) briefly in your essay and in a detailed list at the end. You must cite all references to:

- acknowledge your sources
- allow the reader to verify the data
- provide information so the reader can consult your source independently.

One commonly used system is the Harvard or Author-date System. It is generally used in sciences and social sciences.

- When you write an assignment you must include in your text references to all material you have used as sources for the content of your work

- These references must be provided wherever you quote (use exact words), paraphrase (use ideas in different words) or summarise (use main points of) someone else's opinions, theories or data. Your references may be to things such as books periodicals, articles, newspapers, reports or personal communication (eg. letter or conversation)

- To identify references within your text the author's surname, year of publication of the material cited, and page numbers if appropriate, should be stated. Page numbers are necessary when you quote or paraphrase particular passages, lists or figures, for example in the following quote:

Smith (1982, pg.45) has argued 'the relative seriousness of the two kinds of errors differs from situation to situation.'

or

It has been argued that 'the relative seriousness of the two kinds of errors differs from situation to situation (Smith, 1982, pg.45)

- If you paraphrase material you must make it clear that you are referring to someone else's work:

A recent study (Jones and Chan, 1986) has shown...

- Reference to material written by more than two authors should include the surnames of all authors the first time it is cited. In later citations of the same reference, include only the surname of the first author and the abbreviation et al. (meaning 'and the others'):

A recent study (Lim, Smith, Brown and Nguym 1983) has shown....

The research previously cited (Lim et al., 1983) suggests ...

- Reference to different authors with the same surname should be distinguished by using the authors' initials or full names:

A recent study (C.L. Jones, 1985) has shown ... but A.G. Jones (1979) has suggested ...

- When you have read an account of original work by one author (*primary reference*) in another book or article (*secondary reference*), both sources must be acknowledged in your reference. In these

examples, Marini is the primary reference and Jones is the secondary reference:

- a) Marini (Jones, 1986) states ...
or
- b) Marini's study in 1975 (cited in Jones, 1986) states ...
or
- c) Jones (1986), in reporting Marini's 1975 study, states ...

- If you need to cite several references at the same point, separate the authors' names with semi-colons, with es in alphabetical order.

Recent studies (Brown, 1981; Kuwl@-, 1978; Wong and Smith, 1983;) have shown ...

- References to two or more publications in the same year by a given author should be distinguished by adding a, b, etc.

A recent study (Jones, 1987b) has shown ...

Recent studies (Jones, 1985, 1987a and 1987b) have shown ...

- References to personal communications should include initials, *pers. comm.* and date.

They probably represent distal turgidities (K.A.W. Crook, *pers. comm.*, 1989) ...

QUOTATIONS

- When the exact words of a writer are quoted they must be reproduced exactly in all respects: wording, spelling, punctuation capitalisation and paragraphing.

- Quotations should be carefully selected and sparingly used, as too many quotations can lead to a poorly integrated argument.

- The intention of the original text must not be altered by your context for the quotation. .

- Unless it is clearly stated otherwise, the citation of another's opinions or conclusions signifies your acceptance of the point of view as your own.

- Use of a direct quotation is justified when:

- Changes, through paraphrasing, may cause misinterpretation:

- the original words are so concisely and convincingly expressed that they cannot be improved upon;

- a major argument needs to be documented as evidence;

- it is important to comment on, refute or analyse the ideas expressed.

- In short quotations (fewer than thirty words) incorporate the quotation into the sentence or paragraph without disrupting the flow of the text. Use single quotation marks and acknowledge the source:

A number of different languages are used to define data. These include free narrative, key word, separator, and fixed-position forms' (Senn, 1990, pg.339)

- In long quotations (more than thirty words) do not use quotation marks. Indent the quotation from

the remainder of the text. Use small type, or italics if available. Introduce the quotation appropriately, and acknowledge the source. For example:

These types of problems have been identified in the a= of information communication:

Semantic: How precisely do the transmitted symbols convey the desired meaning?

Effectiveness: How effectively does the received meaning affect behaviour in the desired way?

(Shannon & Weaver, 1949, pg.96)

- When words in the original text need to be added or changed (eg. replacing a pronoun with a noun) to fit in with the essay, the changes are enclosed in square brackets:

'Some [scientists] believe this is the most likely outcome' (Lam, 1991, pg.73).

- An irrelevant section can be omitted from a quotation but must be replaced by three spaced dots, called an ellipsis:

'To avoid this tax when ethanol is used for other commercial or industrial purposes, manufacturers must denature the alcohol' (Bailey & Bailey, 1989, pg.241).

could be quoted as

'To avoid this tax ... manufacturers must denature the alcohol' (Bailey & Bailey 1989, pg.241).

- [Sic] indicates that the original has been reproduced exactly, even though it appears to have an error. Sic means 'so' or 'thus'.

For example:

'This was a commonly [sic] held view in the nineteenth century' (Green 1991, pg.23).

REFERENCE LIST

The reference list is placed at the end of the assignment. It is arranged in alphabetical order of authors' surnames and chronologically for each author. The reference list includes only references cited in the text. The author's surname is placed first, immediately followed by the year of publication. This date is placed in brackets. The title of the publication either italicised or underlined (be consistent), appears after the date, followed by place of publication, then publisher. Titles of journal articles are enclosed in single quotation marks; volume and page numbers are given.

BIBLIOGRAPHY

A bibliography uses the same format as a reference list. While the reference list includes only those texts actually cited in your essay, a bibliography includes all material used in the preparation of your essay

SAMPLE REFERENCE LIST

Beasley, V. (1984) Eureka! or how to be a successful student. Bedford Park, South Australia, Flinders university.

Betts, K. and Seitz, A. (1986) Writing essays in the social sciences. Melbourne, Thomas Nelson.

Bransford, J., Sherwood, R., Vye, N. and Rieser, J. (1986) 'Teaching and problem solving.' American Psychologist. October, pg. 1078-186'.

Clanchy, J. and Ballard, B. (1981) Essay writing for students. Melbourne, Longman Cheshire.

or

Lapidues, G. (1989) 'Can Go Gorbachev bridge the gap?' Weekend Australian. 23-24 September pg.23.

Marshall, L.A. and Rowland, F. (1981) A guide to learning independently. Melbourne, Longman Cheshire.

Adapted by the language and Learning staff of the university of South Australia. 1991, from a series of ledgers prepared by the South Australian College of Advanced education Study Skills Team, second education, 1989.

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ASSIGNMENTS DONE ON COMPUTER

Technology has been successfully integrated into the curriculum and students have access to all the computer tools needed for them to apply their ICT skills in the completion of assignment work. Also, teachers are setting more assignments to be completed on the computer. All such assignments will be set, giving students ample time to access school computers during lessons to ensure that those students who do not have a computer at home are not disadvantaged. Teachers are also available at lunch time by arrangement.

All students have a user account and home drive on the College Computer Network which is accessible only by the individual student with his/her password. Students should always have their work in their home drive and backup any school work done on their home computer in their College home drive.

To minimise problems with printers, accidental deletion etc, all students should.

- email a copy of their assignment to the teacher's account @lism.catholic.edu.au (email address will be stated on the assignment sheets issued to students).
- Save their work frequently as they progress in their home drive on the College fileserver or other appropriate media like FDD or DC)
- Print draft copies as substantial additions are made to the assignment

Students may also save their work on floppy disks in all computer labs with the exception of Room 25. Students can access their files on the computers in the library as well. The cost of printing in the library is 10¢ per page.

Students who do all their assignments on computers at home

- The assignment must be submitted in printed form and not on a floppy disk unless specifically requested by the teacher.
- Excuses such as "my printer wasn't working" will not be accepted unless a draft in print form can be produced.
- If relying on printing in the library, it is the student's responsibility to check that programmes are compatible with the school system.

Normal 'late' penalties will be applied ie 20% off per day for each day late up to 3 days when zero marks will be awarded.

How to cite a Web site (including World Book Online)

Footnote format:

Author's name (if available), "Article or Web page title," *Web site title*, URL, access date.

Footnote example:

Maurine H. Beasley, "Roosevelt, Eleanor," *World Book Online*, <http://wbonline.worldbook.com>, August 27, 1998.

Bibliography format:

Author's name, last name first (if available). "Article or Web page title," *Web site title*, URL, access date, city: producer. [city and producer are optional]

Bibliography example:

Beasley, Maurine H. "Roosevelt, Eleanor," *World Book Online*, <http://wbonline.worldbook.com>, August 27, 1998, Chicago: IBM/World Book, Inc.

How to cite a CD-ROM encyclopedia

Footnote format:

Author's name (if available), "Article title," *Encyclopedia title*, version, edition or copyright or publication date (if the year is not part of the title).

Footnote example:

David L. Garrison, "Marine biology," 1999 *World Book*, Version 2.0.

Bibliography format:

Author's name, last name first (if available). "Article title," *Encyclopedia title*, version, producer, edition or copyright or publication date.

Bibliography example:

Garrison, David L. "Marine biology," 1999 *World Book*, Version 2.0, IBM/World Book, Inc., 1998.

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