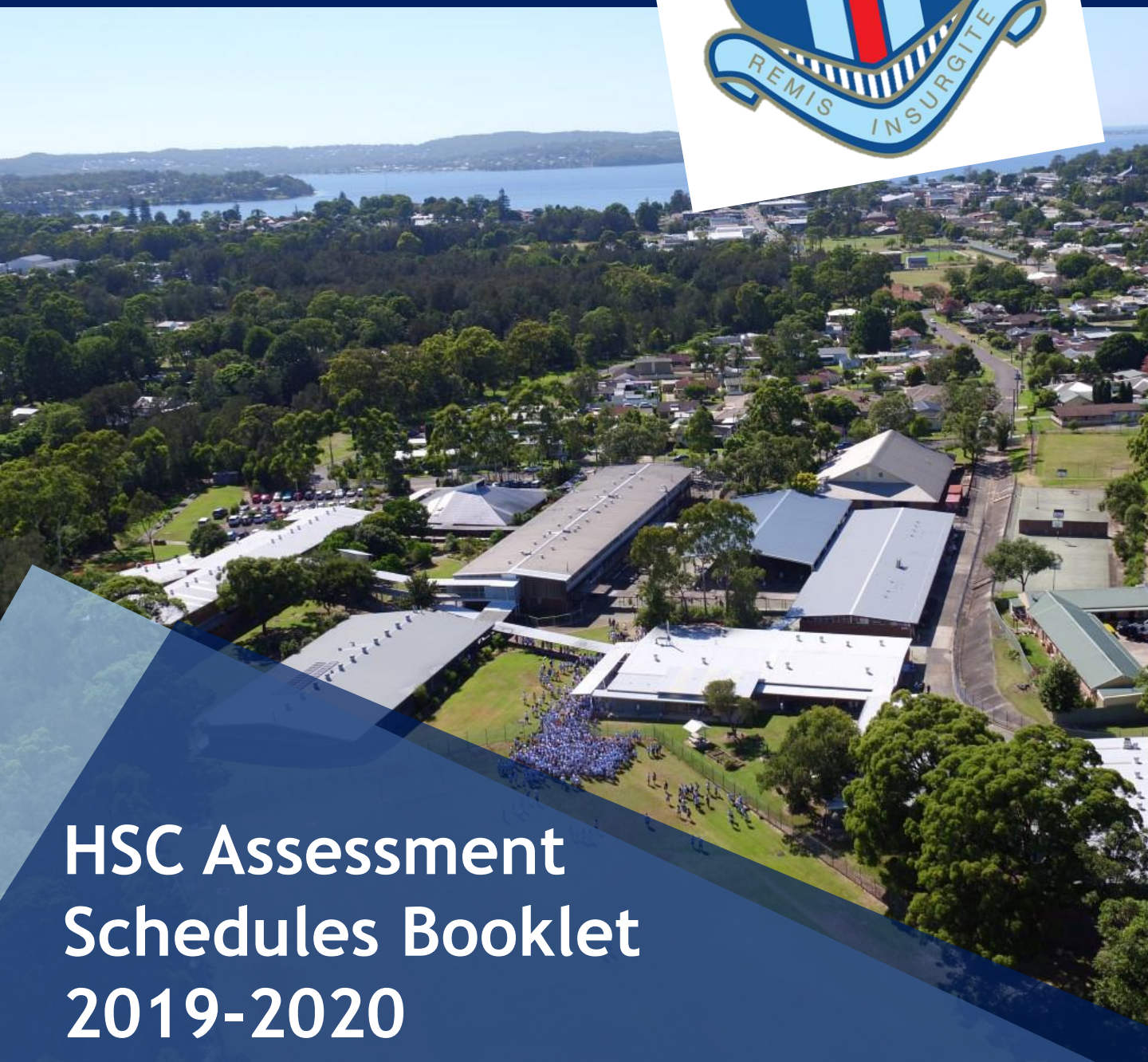


**INNOVATION
INSPIRATION
EXCELLENCE**



**HSC Assessment
Schedules Booklet
2019-2020**



Education

INFORMATION TO STUDENTS

Introduction

Assessment is the process of identifying, gathering and interpreting information about student achievement. In Stage 6, assessment can be used for a number of purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

In the context of the Higher School Certificate (HSC), a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by external examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12 and each has a weighting determined by the school within requirements provided by NESAs. Each formal task enables teachers to collect information about student achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

In working towards your HSC two things become equally important, your HSC exams and the work that you do at school. Both contribute equally to your final result and the ATAR (for those students seeking this).

The tasks that you undertake at school, throughout each of your courses take on great significance.

NESA requires you to satisfactorily complete each course by:-

- a) following the course of study
- b) applying yourself with diligence and sustained effort to the tasks and experiences of each course
- c) achieving some or all of the outcomes of each course you study.

One significant part of satisfactorily completing a course is to undertake the HSC assessment tasks that form part of the course. These are formal assessment tasks over and above normal class work. Your achievement in assessment tasks **CONTRIBUTES 100% OF YOUR FINAL SCHOOL ASSESSMENT RESULT**. These tasks are to be treated seriously. NESA expects all tasks to be completed as **GENUINE ATTEMPTS**. Students who do not complete tasks that comprise at least 51% of the total package, cannot sit for the HSC.

Assessments provide a summative measure of achievement based on:

- a wider range of syllabus outcomes than may be measured in the external examination alone
- multiple measures made throughout the Higher School Certificate course rather than at a single, final examination.

The assessment tasks submitted for each course are intended to reflect students' achievements relative to each other at the end of the HSC course. Such assessments do not include measures of values, attitudes and interests.

TORONTO HIGH SCHOOL

HSC ASSESSMENT POLICY

Number and Value of Tasks

The maximum number of formal assessment tasks in Year 12 will be capped at four per subject. Each task is due at a nominated time and each task will have a percentage weighting that goes towards the final school assessment mark for the course.

(The maximum weighting of a formal examination is 30% for the Year 12 course.)

Nature of Tasks

For each task you will be informed of:

- the scope of each task eg Probability in Mathematics (General)
- the form the task will take eg 10 short answer questions
- the proposed timing and duration of the task eg Tuesday 24 May, 60 minutes
- the weighting allocated to the task e.g. 15%.

An overview of the assessment program for each course is included in this booklet.

Two weeks notice will be given with respect to the specific details of any task.

This notification will be in writing or posted in the classroom.

You should consult with your teacher on a regular basis to confirm the scheduling of tasks. If you have been absent when assessment information is given out, you must consult with your classroom teacher upon return to school, or earlier if you have been notified verbally because of your absence.

Submission of Tasks

Tasks should be handed in to the classroom teacher at the time notified by the teacher. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal. All tasks should be submitted with your name and the task heading clearly displayed.

Students Absent from Tasks

Students absent from tasks/or absent from school the day a task is due (including school sanctioned events e.g. representation at sporting events, camps, in the event of illness or misadventure etc) should submit a Misadventure Appeal. This form is available from the print room.

This is a serious situation, which in the event of an illness or misadventure requires a doctor's certificate or statutory declaration by means of explanation.

You are expected to attend all class lessons the day an assessment task is to be conducted, or due for submission. If you fail to complete or submit an assessment task through absence or illness then you must follow the correct and full process:

- Contact your teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than two days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.

- Submit a Misadventure Appeal Form, with either doctor's certificate or statutory declaration attached, to the relevant ***Head Teacher within three days*** of return to school. In cases of prolonged absence have someone else present the certificate and appeal form for you.
- Doctor's certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The HSC Committee will review each case to determine what penalty, if any will be applied.

Absence Because of School Sanctioned Events

An appeals form **must** be submitted (preferably prior to the absence where possible). A supporting written statement by the relevant Head Teacher is sufficient explanation of the absence.

Outcome of Submitting Appeal Form

If you have a valid reason, such as illness substantiated by a doctor's certificate, or endorsed leave, an extension of time may be granted or a substitute task scheduled. On occasions an estimate may be given. If no appeal form is submitted, expect to be awarded zero marks and have a "NOT ATTEMPTED" recorded against the task.

Misadventures

If you complete an assessment task but consider your performance has been affected by misadventure immediately prior to or during the task, you must also speak with your class teacher and submit a Misadventure Appeal form for consideration by the Committee, within the same time-frame as previously detailed.

No task can be submitted or accepted past the due date (ie late) without the accompanying Misadventure Appeal form.

Awarding Zero Marks

Where a student has no valid reason for not completing a task, or has made a non-genuine attempt then a zero mark will be recorded.

In cases of prolonged absences, where possible, students will complete substitute tasks under supervised conditions in absentia or may complete a comparable task on return to school. In general, if the Committee considers the misadventure to be genuine, marks/grades or estimates will be awarded for the task without alteration. However, prior to final submission to NESAs, the entire pattern will be examined and some adjustments may be made if the results in question are seen to be atypical.

Tasks Delivered Over Extended Periods of Time (eg Oral Tasks)

On occasion, tasks may commence during one period and continue into the next period(s). All students should demonstrate their readiness to perform the task at the commencement of the task time, and must maintain readiness over the extended time. Students absent should follow the appeal process.

Courses Conducted by TAFE

Principals of TAFE colleges are responsible for the issuing of assessment procedures for any courses conducted by their respective colleges. Students from Toronto High School who undertake courses at any TAFE College as part of their HSC preparation will be advised of all of their assessment tasks and commitments by the colleges which they attend.

Malpractice

Cases of malpractice, such as plagiarism or cheating in tasks or examinations will be reviewed by the HSC Assessment Committee. Proven cases will normally be awarded zero marks. This includes being sent out of formal task situations (e.g., sent out of an exam).

Technical Failure

Technical failure is **not** an excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress and keep hard copies of text. Extensions will be given only with HSC Assessment Committee agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Misadventure Appeal form, if any consideration is to be given by the Committee. All such cases will be considered individually.

Multiple Classes for a Course

In instances of more than one class following the same course common tasks, conditions and marking procedures will be followed.

Feedback

You have the right to receive meaningful feedback on performance in individual tasks with an indication of your relative performance and general progress. This may be in the form of marks, grades or written comments.

Special Provisions for School Assessment Tasks

If you are a student with special needs you should apply in writing to the HSC Assessment Committee for the provision of similar special needs provisions to those available for the HSC examination, (e.g. reader, writer, additional time, separate supervision). If granted, you will be issued with a card detailing the special provisions. It becomes your responsibility to present this information to the course teacher (or Head Teacher Admin in case of formal exams) at least one week prior to each scheduled Assessment task. This will allow time for the particular provisions to be organised. **Please Note:** The school will make every effort to replicate provisions granted by NESAs but cannot always guarantee to do so. Students requiring writers, computers etc. must discuss their needs with their Year Adviser as early as possible.

Oral Presentations

Many HSC courses involve outcomes relating to a student's ability to communicate, in both written and oral forms. As such, a number of courses will include an oral presentation as a compulsory assessment task. Students, who have a diagnosed medical or psychological condition which may affect their performance in such a task, may submit a Misadventure Appeal form, **prior** to the due date of the task. This must be substantiated by a current medical certificate (preferably a specialist medical certificate) for consideration. The HSC Assessment committee may offer alternate conditions for the student to demonstrate their skill in oral communication eg. reduced audience, pre-recorded tape. The HSC Assessment Committee may also impose a marking penalty for oral tasks presented in such alternate conditions. All such cases will be considered individually.

Alternatively, students who are absent from an individual oral task due to illness or other reason, should submit a Misadventure Appeal form in the usual way.

Invalid or Non Discriminating Tasks

The school will follow the advice of NESAs should such instances occur. You should be aware that in some cases an additional task may be added to the task schedule and the original weightings may be modified.

Satisfactory Completion and “N” Determinations

In studying HSC courses you must make a **genuine attempt** to complete course requirements. As stated these include applying yourself with diligence and sustained effort to the set tasks and experiences provided. To be eligible for the award of the HSC, students must make a serious attempt at assessment tasks which contribute to more than 50% of available school assessment marks. In the case of Extension Courses, students who fail to meet the assessment requirements of the Common part of the course will not receive a result in the course at all.

If at any time you are in danger of not being satisfactory, you will receive an official warning letter from the school. **This is an extremely serious step.** You will be given the opportunity to redeem satisfactory status but if you choose to ignore the opportunity, a second letter will be issued. If that opportunity is ignored then the school can recommend to NESAs that you have not satisfactorily completed the course. You may not then be eligible for the award of the HSC in that year.

Disputes

The HSC Assessment Review Panel will consider any disputes that cannot be resolved by the class teacher and/or Head Teachers.

Any disputes over an individual task must be resolved at the time the task is returned. Application for a school review of assessments and any subsequent appeal to NESAs can only be on the basis of the assessment program and the procedures used in arriving at the final assessment mark.

Please Note: THE PRINCIPAL OR HIS NOMINEE HAS THE RIGHT TO MAKE RULINGS IN SPECIAL CASES WHEN EXCEPTIONAL CIRCUMSTANCES MAKE THE PROCEDURES OF THE POLICY INAPPROPRIATE.

Late Entry Into Course

No student may change courses, or enter a course after the commencement of the HSC assessment program unless the Principal, on advice from the classroom teacher and Head Teacher, is satisfied that the student:

- has satisfactorily completed the relevant Preliminary course (or equivalent)
- will be able to complete all HSC course requirements
- will be able to have calculated a fair and valid assessment mark.

Keeping Students, Parents and Staff Informed

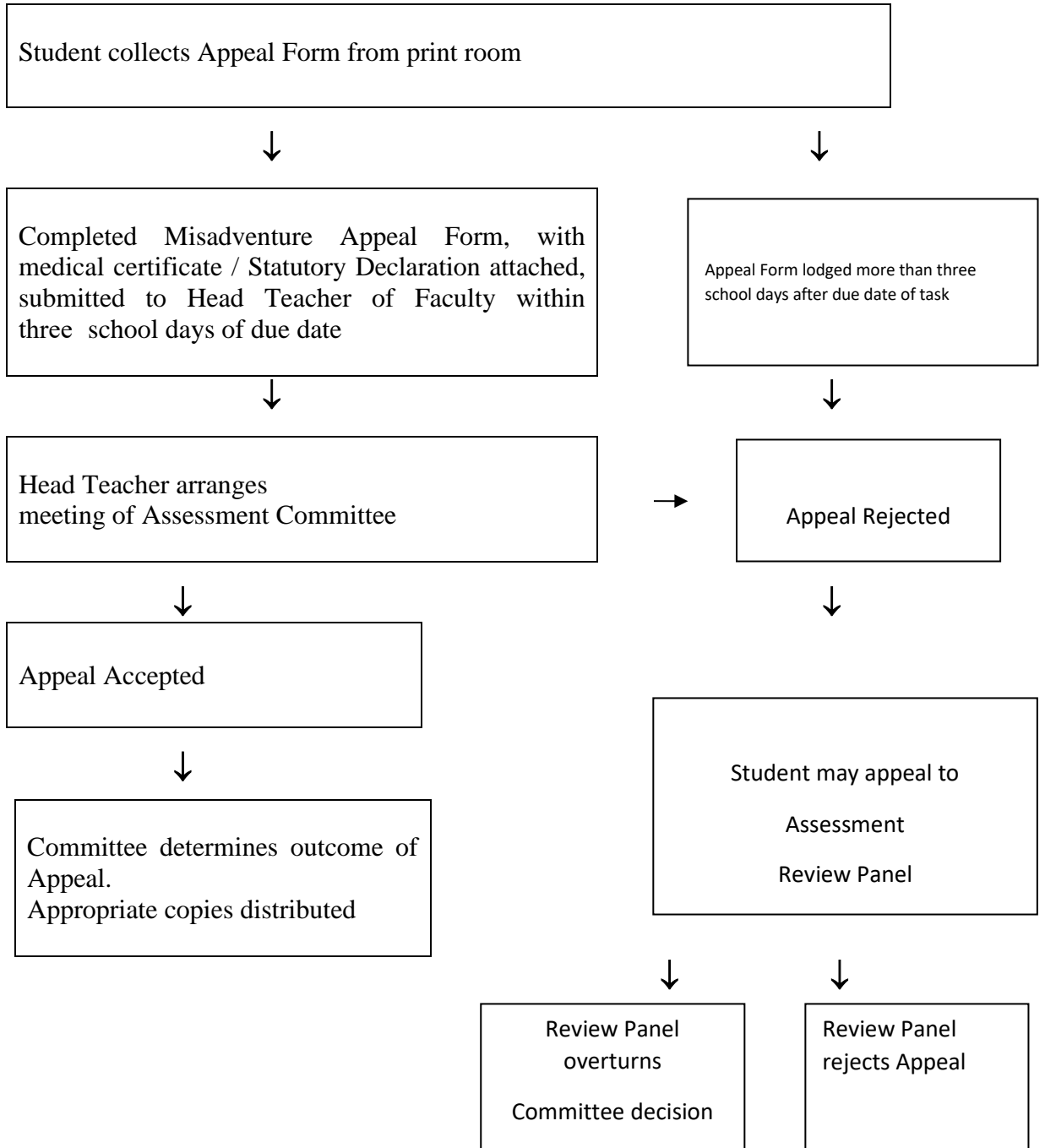
An information meeting will be conducted and Student Information Booklets will be distributed upon commencement of the assessment program.

Relevant NESAs documents will be available in the school library and are readily available on the Internet.

MISSED ASSESSMENT TASK:

It is the student's responsibility to initiate his/her own appeal.

ACTION:



NB:

1. Student collects form with three school days from task, or of student's return to school.
2. If student was ill, a medical certificate must be supplied.
3. If under age 18 and not self-supporting, parent must sign form as well.

Aboriginal Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|---------------------------------------|-------------------------------------|--|--------------------|
| Nature of Task | Research Assignment | Major Project | Research Based Essay | Trial HSC Examination | |
| Topic | <i>Social Justice & Human Rights</i> | <i>Research & Inquiry Methods</i> | <i>Aboriginality & The Land</i> | | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 3, Week 2 | Term 3, Week 3/4 | |
| Outcomes Assessed | H1.2, H3.1 H3.2, H3.3, H4.3 | H4.1, H4.2 | H1.1, H1.3, H2.1, H2.2 | H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of content | 10% | 10% | 10% | 10% | 40 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | | 10% | 5% | 10% | 25 |
| Research and inquiry methods including aspects of the Major Project | | 15% | | 5% | 20 |
| Communication of information, ideas and issues in appropriate forms | 5% | 5% | | 5% | 15 |
| Total % | 15 | 40 | 15 | 30 | 100 |
| Additional Subject Information: | | | | | |

Ancient History– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|---|--|--|--------------------|
| Nature of Task | Research Presentation | Historical Analysis | Analysis and Evaluation of Sources | Trial HSC Examination | |
| Topic | <i>Core</i> (Pompeii and Herculaneum) | <i>Personalities in Their Time</i> (Akhenaten) | <i>Historical Periods</i> (The Julio-Claudians AD14-69) | Written Paper <i>Personalities in Their Times</i> <i>Ancient Societies</i> | |
| Timing | Term 4, Week 7 | Term 1, Week 7 | Term 2, Week 6 | Term 3, Week 3/4 | |
| Outcomes Assessed | AH12.2, AH 12.6, AH 12.7, AH 12.10 | AH 12.3, AH 12.4, AH 12.5, AH 12.8 | AH 12.1, AH 12.2, AH 12.6, AH 12.9 | ALL | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | | 5% | 10% | 5% | 20 |
| Historical inquiry and research | 10% | 10% | | | 20 |
| Communication of historical understanding in appropriate forms | 5% | 5% | 5% | 5% | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | | | | | |

Biology– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|--|--|--|--------------------|
| Nature of Task | Presentation | Research | Depth Study | Trial HSC Examination | |
| Topic | <i>Infectious Disease</i> | <i>Non-Infectious Disease and Disorders</i> | <i>Modelling Hereditary Processes</i> | <i>All Topics</i> | |
| Timing | Term 4, Week 7 | Term 1, Week 5 | Term 2, Week 2 | Term 3, Week 3/4 | |
| Outcomes Assessed | BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO12-14 | BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15 | BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 | BIO11/12-6 BIO11/12-7 BIO12-12, BIO12-13 BIO12-14, BIO12-15 | |
| Syllabus Components | | | | | Weighting % |
| Skills in working scientifically | 15% | 25% | 15% | 5% | 60 |
| Knowledge and understanding of course content | 5% | 5% | 5% | 25% | 40 |
| Total % | 20 | 30 | 20 | 30 | 100 |
| Additional Subject Information: | <p>The depth study focuses on modelling hereditary processes and is based on the mandatory outcomes. It will include 15hrs of class time.</p> <p><u>Course Overview of Topics:</u> Infectious Disease, Non-Infectious Disease and Disorders, Depth Study, Heredity, Genetic Change</p> | | | | |

Business Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|--------------------------------|--------------------------------------|---------------------------------|--------------------|
| Nature of Task | Research & Written Class Task | Topic Test | Written Class Task | Trial HSC Examination | |
| Topic | <i>Finance</i> | <i>Finance & Marketing</i> | <i>Human Resources or Operations</i> | <i>All Topics</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 3/4 | |
| Outcomes Assessed | H6, H7, H10 | H2, H4, H5, H6, H9, H10 | H4, H8, H9 | H1, H2, H3, H4, H5, H6, H9, H10 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | | 15% | 5% | 20% | 40 |
| Stimulus-based skills | | 5% | 10% | 5% | 20 |
| Inquiry and research | 10% | | 10% | | 20 |
| Communication of business information, ideas and issues in appropriate forms | 10% | 5% | | 5% | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | | | | | |

Chemistry– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|--|---|---|-------------|
| Nature of Task | Research/Processing and Analysing Data | Practical | Depth Study | Trial HSC Examination | |
| Topic | <i>Organic Chemistry</i> | <i>Equilibrium and Acid Reactions</i> | <i>Acid/Base Reactions: Titration</i> | <i>All Topics</i> | |
| Timing | Term 4, Week 10 | Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | CH11/12-6, CH12-14 | CH11/12-2, CH11/12-3, CH11/12-4, CH12-12 | CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH12-13 | CH12-12, CH12-13, CH12-14, CH12-15, CH11/12-5, CH11/12-6, CH11/12-7 | |
| Syllabus Components | | | | | Weighting % |
| Skills in working scientifically | 15% | 15% | 15% | 15% | 60 |
| Knowledge and understanding of course content | 5% | 10% | 10% | 15% | 40 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | <p>Depth Study- Task #3. The depth study task is based on the mandatory Depth Study Requirement documented in the syllabus. It will be 15 hours of class time.</p> <p><u>Course Overview of Topics:</u></p> <ul style="list-style-type: none"> ▪ Acid/Base Reactions and Depth Study ▪ Equilibrium and Acid Reactions ▪ Organic Chemistry ▪ Using Chemical Ideas | | | | |

Community and Family Studies - Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|------------------------------|--------------------------|-----------------------------|--|-------------|
| Nature of Task | Independent Research Project | Essay | Essay | Trial HSC Examination | |
| Topic | | <i>Groups in Context</i> | <i>Parenting and Caring</i> | | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 3/4 | |
| Outcomes Assessed | H4.1, H4.2 | H2.2, H2.3, H3.3 | H3.2, H5.1, H5.2 | H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.2 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 5% | 10% | 15% | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 10% | 20% | 15% | 15% | 60 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | | | | | |

School Name: Toronto High School

Student Competency Assessment Schedule

COURSE: HSC 2019-2020 Construction Pathways

| Assessment Events for Certificate II in Construction Pathways CPC20211 | | | Event 3 | Event 4 | Event 5 | | HSC Trial Exam | Work Placement 2 |
|--|--|---------------------|-----------------------------------|-----------------------------|------------------------------|------------------------------|-------------------------------|-----------------------------|
| | | | Tiling, Bricklaying or Concreting | Basic Levelling | Major Project | Holistic | | |
| | | | Date: Week: 8 Term: 4 | Date: Week: 7 Term: 1 | Date: Week: 10 Term: 3 | Date: Week: 10 Term: 3 | Date: Week: 3/4 Term: 3 | Date: Week: 4 Term: 2 |
| Code | Unit of Competency | | | | | | | |
| CPCCWF2001A CPCCWF2002A | Handle wall and floor tiling materials Use wall and floor tiling tools and equipment | Select 1 Field Only | X | | | X | | |
| | | | | | | | | |
| | | | | | | | | |
| CPCCCM2006 | Apply basic leveling procedures | | X | | X | | | |
| CPCCCN2005A | Use construction tools and equipment | | | X | X | | | |
| CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A CPCCM2005A | Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros Use construction tools and equipment | | | | X | | | |
| CPCCCM1014A | Conduct workplace communication | | | | X | | X | |

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

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

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

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

Dance– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|---|--|--------------------|
| Nature of Task | Core Performance | Core Composition | Development of Major Study | Trial HSC Examination | |
| Topic | <i>Performance of dance, including process diary and interview</i> | <i>Performance of dance by junior dancer, including process diary and interview</i> | <i>Performance (or submission) of student work in progress, including process diary and interview</i> | <i>Practical Component (performed in MPC)</i> <i>Appreciation Component (written essay)</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 4 | Term 3, Week 3/4 | |
| Outcomes Assessed | H2.1, H2.3 | H3.1, H3.2, H4.4 | H4.2, H4.4, H4.5 & Outcomes specific to Major Study choice | H1.1, H1.2, H1.3, H1.4, H2.2, H3.3, H3.4, H4.1, H4.3 | |
| Syllabus Components | | | | | Weighting % |
| Performance | 15% | | | 5% | 20 |
| Composition | | 15% | | 5% | 20 |
| Appreciation | | 10% | 5% | 5% | 20 |
| Major Study | | | 25% | 15% | 40 |
| Total % | 15 | 25 | 30 | 30 | 100 |
| Additional Subject Information: | <p>All topics studied throughout this course explore the syllabus components of PERFORMANCE, APPRECIATION and COMPOSITION with the additional MAJOR STUDY from one of the areas. This is done through syllabus content and practice.</p> <p><u>Course Overview of Topics:</u> Dance Technique; Dance Technique Applied to Dance Performance; Core Performance Dance; Manipulation of the Elements of Dance; Generating Movement; Francis Rings – <i>Terrain (Bangarra Dance Theatre)</i> and Jiri Kylian – <i>Sarabande</i></p> | | | | |

Earth and Environmental Science– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|---|--|--|--------------------|
| Nature of Task | Data Analysis | Depth Study | Research | Trial HSC Examination | |
| Topic | <i>Earth's Processes</i> | <i>Hazards</i> | <i>Resource Management</i> | <i>All Topics</i> | |
| Timing | Term 4, Week 8 | Term 1, Week 11 | Term 2, Week 8 | Term 3, Week 3/4 | |
| Outcomes Assessed | EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 | EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6, EES11/12-7 EES12-13 and/or EES12-14 | EES11/12-2 EES11/12-3 EES11/12-5 EES11/12-6 EES11/12-7 EES12-15 | EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12, EES12-13 EES12-14, EES12-15 | |
| Syllabus Components | | | | | Weighting % |
| Skills in working scientifically | 15% | 25% | 10% | 10% | 60 |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40 |
| Total % | 20 | 30 | 20 | 30 | 100 |
| Additional Subject Information: | The Depth study presentation is based on the mandatory depth study that will be 15hrs of class time. <u>Course Overview of Topics:</u> Earth's Processes, Hazards, Climate Science, Resource Management | | | | |

Engineering Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|--|--|------------------------------|--------------------|
| Nature of Task | Bridge Engineering Practical Assignment & Report | In Class Challenge | Engineering Report | Trial HSC Examination | |
| Topic | <i>Civil</i> | <i>Civil & Personal and Public Transport</i> | <i>Aeronautical & Telecommunications</i> | | |
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | H2.1, H3.1, H3.2, H4.1, H4.3, H5.1, H6.1, H6.2 | H1.1, H2.1, H3.1, H3.3, H4.2, H4.3, H5.1, H6.1, H6.2 | H1.1, H1.2, H2.1, H2.2, H3.2, H4.3, H5.1, H5.2 | ALL | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 20% | 10% | 20% | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10% | 10% | 10% | 10% | 40 |
| Total % | 20 | 30 | 20 | 30 | 100 |
| Additional Subject Information: | | | | | |

English Advanced– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|--|--------------------|
| Nature of Task | Extended Response | Imaginative + Reflection Task | Multi-Modal Task | Trial HSC Examination | |
| Topic | <i>Common Module: Texts and Human Experiences</i> | <i>Module C: The Craft of Writing (Based on Common Module learning)</i> | <i>Module A: Textual Conversations</i> | Paper 1 + 2 <i>ALL MODULES + Module B: Critical Study of Literature</i> | |
| Timing | Term 1, Week 2 | Term 1, Week 5 | Term 2, Week 4 | Term 3, Week 3/4 | |
| Outcomes Assessed | 1, 3 | 4, 5 | 2, 6, 7 | 8, 9 (Module B) | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 10% | 10% | 15% | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 15% | 10% | 15% | 50 |
| Total % | 25 | 25 | 20 | 30 | 100 |
| Additional Subject Information: | <p>Common Module: Students MUST gather related material relevant to the Module: Texts and Human Experiences. Students should aim to choose material from a variety of textual forms.</p> <p>All Reading: Students should aim to read ALL texts in the Christmas holiday break. They should re-read <i>Henry IV Part 1</i> prior to the start of Term 2. They should read one of the prescribed poems aloud every night for the duration of 2019-2020.</p> <p><u>Common Module:</u> Texts and Human Experiences- 1984 Orwell, George (prose fiction)</p> <p><u>Module A:</u> Textual Conversations- Plath, Sylvia and Hughes, Ted (poetry)</p> <p><u>Module B:</u> Critical Study of Literature- <i>Henry IV part 1</i> Shakespeare, William</p> <p><u>Module C:</u> The Craft of Writing- <i>Father and Child</i> Harwood, Gwen (poetry) and <i>Picture a Vacuum</i> Tempest, Kate (performance poetry)</p> | | | | |

English Standard– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|---|--------------------|
| Nature of Task | Multi-Modal Task | Imaginative + Reflection Task | Analytical Response | Trial HSC Examination | |
| Topic | <i>Common Module: Texts and Human Experiences</i> (MUST include student selected related material) | <i>Module C: The Craft of Writing</i> | <i>Module B: Close Study of Literature</i> | Paper 1 + 2 <i>ALL MODULES</i> + <i>Module A: Language Identity and Culture</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 5 | Term 2, Week 5 | Term 3, Week 3/4 | |
| Outcomes Assessed | 2, 4, 6 | 5, 9 | 3, 5 | 1, 7, 8 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 10% | 10% | 15% | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10% | 15% | 10% | 15% | 50 |
| Total % | 25 | 25 | 20 | 30 | 100 |
| Additional Subject Information: | <p><u>Course Overview:</u> <i>Common Module:</i> Text and Human Experience - Students MUST supplement their studies by researching and analysing additional relevant related texts. (Slessor, Kenneth, <i>Selected Poems</i>, A & R Classics/HarperCollins, 2014, ISBN: 9780732299361 (p) 'Wild Grapes', 'Gulliver', 'Out of Time', 'Vesper-Song of the Reverend Samuel Marsden', 'William Street', 'Beach Burial') <i>Module A:</i> Language, Identity and Culture (Sitch, Rob, <i>The Castle</i>, Roadshow, 1997 (f)) <i>Module B:</i> Close Study of Literature (Haddon, Mark, <i>The Curious Incident of the Dog in the Night-time</i>, Red Fox/Random House, 2014, ISBN: 9781782953463 <i>Module C:</i> Craft of Writing (Text List TBA)</p> | | | | |

English Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|--|-------------|
| Nature of Task | Multi-Modal Task (Common Module MUST include student selected related material) | Persuasive Response | Trial Examination Trial HSC Exam Period In-class task | Portfolio Task | |
| Topic | <i>Common Module: Texts and Human Experiences</i> | <i>Module C: On The Road - English and the Experience of Travel</i> | <i>Module A: We Are Australians</i> | <i>Common Module Module C Module A</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 6 | Term 3 , Week 3/4 | Term 3 , Week 6 | |
| Outcomes Assessed | 2, 5, 8 | 4, 9 | 6, 7 | 1, 3, 10 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 15% | 15% | 10% | 10% | 50 |
| Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively | 10% | 15% | 10% | 15% | 50 |
| Total % | 25 | 30 | 20 | 25 | 100 |
| Additional Subject Information: | <p>Common Module: Students MUST supplement their studies by researching and analysing additional relevant related texts. Students must read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts. This must include at least one substantial print text and one substantial multi-modal text.</p> <p><u>Course Overview:</u> Common Module: Texts and Human Experience (Daldry, Stephen, <i>Billy Elliot</i>, Universal, 2000 (f)) Module C: On the Road (Producer and director Russ Malkin, <i>Long Way Round</i> (nf)) Module A: We Are Australians (Williamson, David, <i>The Club</i> (p))</p> | | | | |

Exploring Early Childhood– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---------------------------------|--------------------------------------|------------------------------|-------------|
| Nature of Task | Research Study & Practical | Research & Practical | Research Task | Trial HSC Examination | |
| Topic | <i>Food and Nutrition</i> | <i>Children's Literature</i> | <i>Play and the Developing Child</i> | | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 3/4 | |
| Outcomes Assessed | 1.3, 1.4, 1.5, 6.1, 6.2 | 1.2, 1.3, 1.4, 4.1 | 1.4, 2.1, 2.4, 4.1, 6.1 | 2.2, 2.3, 2.4, 5.1, 6.2 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge & Understanding | 10% | 10% | 10% | 20% | 50 |
| Skills | 15% | 15% | 15% | 5% | 50 |
| Total % | 25 | 25 | 25 | 25 | 100 |
| Additional Subject Information: | <p><u>Course Overview:</u> Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.</p> | | | | |

Food Technology– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|-------------------------------------|-----------------------------------|---------------------------------|--|--------------------|
| Nature of Task | Research | Case Study & Practical | Research & Practical | Trial HSC Examination | |
| Topic | <i>The Australian Food Industry</i> | <i>Food Manufacture</i> | <i>Food Product Development</i> | | |
| Timing | Term 4, Week 8 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 3/4 | |
| Outcomes Assessed | H1.2, 1.4, 3.1 | H1.1, H4.2 | H1.3, H4.1 | H1.1, H1.2, H1.3, H1.4, H2.1, H3.2, H5.1 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 5% | 5% | 10% | 20% | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 10% | | 10% | 10% | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | | 20% | 10% | | 30 |
| Total % | 15 | 25 | 30 | 30 | 100 |
| Additional Subject Information: | | | | | |

Industrial Technology– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|-------------------------------|------------------------------|--|--|--------------------|
| Nature of Task | Major Project Proposal | Industry Report | Major Project & Folio | Trial HSC Examination | |
| Topic | | <i>Industry</i> | | | |
| Timing | Term 4, Week 8 | Term 1, Week 4 | Term 2, Week 9 | Term 3, Week 3/4 | |
| Outcomes Assessed | H3.1, H3.2, H4.2, H6.2 | H1.1, H1.2, H1.3, H7.1, H7.2 | H2.1, H3.3, H4.1, H4.3, H5.1, H5.2, H6.1 | H1.1, H1.2, H4.3, H6.1, H6.2, H7.1, H7.2 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | | 20% | | 20% | 40 |
| Knowledge and skills in the design, management, communication and production of a major project | 15% | | 40% | 5% | 60 |
| Total % | 15 | 20 | 40 | 25 | 100 |
| Additional Subject Information: | | | | | |

Legal Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---------------------|---------------------|--|-------------------------------------|--------------------|
| Nature of Task | Research | Essay | In-Class Test | Trial HSC Examination | |
| Topic | <i>Human Rights</i> | <i>Crime</i> | <i>Consumers Contemporary Issues</i> | | |
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 9 | Term 3, Week 3/4 | |
| Outcomes Assessed | H8, H9, H10 | H1, H7, H8, H9, H10 | H4, H5, H10 | H1, H2, H3, H4, H5, H6, H7, H9, H10 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 5% | 10% | 15% | 10% | 40 |
| Analysis and evaluation | | 5% | 5% | 10% | 20 |
| Inquiry and research | 10% | | 5% | 5% | 20 |
| Communication of legal information, issues and ideas in appropriate forms | 5% | 5% | 5% | 5% | 20 |
| Total % | 20 | 20 | 30 | 30 | 100 |
| Additional Subject Information: | | | | | |

Mathematics Advanced– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---------------------------------|---|------------------------------------|---|--------------------|
| Nature of Task | Investigative Assignment | Class Test | Class Test | Trial HSC Examination | |
| Topic | <i>MA-S2: Statistics</i> | <i>MA-F2: Functions, MA-T3: Trigonometric Functions and Graphs MA-C2: Calculus, MA-C3: Calculus</i> | <i>MA-C4: Calculus</i> | <i>MA-S2: Statistics MA-F2: Functions MA-T3: Trigonometric Functions MA-C2: Calculus MA-C3: Calculus MA-S3: Statistics MA-M1: Financial Mathematics</i> | |
| Timing | Term 4, Week 7 | Term 1, Week 8 | Term 2, Week 5 | Term 3, Week 3/4 | |
| Outcomes Assessed | MA12-8, MA12-9, MA12-10 | MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10 | MA12-3, MA12-7, MA12-9, MA12-10 | MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10 | |
| Syllabus Components | | | | | Weighting % |
| Understanding, fluency and communication | 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 |
| Additional Subject Information: | | | | | |

Mathematics Standard 1– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|--|--------------------|
| Nature of Task | Investigative Assignment | Class Test | Class Test | Trial HSC Examination | |
| Topic | <i>M5: Scale Drawings F2: Investment</i> | <i>F2: Investment F3: Depreciation and Loans S3.1: Statistical Investigation for a Survey</i> | <i>N1: Networks and Shortest Paths</i> | <i>M5: Scale Drawings; F2: Investment; F3: Depreciation and Loans; S3.1: Statistical Investigation for a Survey; A3.1: Simultaneous Linear Equations; M3: Right-angled Triangles; S3.2: Exploring & Describing Data arising from two Quantitative Variables; N1: Networks and Shortest Paths; M4: Rates; A3.2: Graphs of Practical Situations.</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10 | MS1-12-2, MS1-12-5, MS1-12-7, MS1-12-10 | MS1-12-8, MS1-12-9, MS1-12-10 | MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10 | |
| Syllabus Components | | | | | Weighting % |
| Understanding, fluency and communication | 10% | 12% | 13% | 15% | 50 |
| Problem solving, reasoning and justification | 10% | 13% | 12% | 15% | 50 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | Year 12 Standard 1 HSC Examination is optional. <u>Course Overview of Topics</u> <i>Algebra</i> – Simultaneous Linear Equations, Graphs of Practical Situations <i>Measurement</i> – Scale Drawings, Right-angled Triangles, Rates <i>Financial Mathematics</i> – Investment, Depreciation and Loans <i>Statistical Analysis</i> – Statistical Investigation Process, Bivariate Data Analysis <i>Networks</i> – Networks and Paths | | | | |

Mathematics Standard 2- Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---|---|--|--------------------|
| Nature of Task | Class Test | Class Test | Assignment | Trial HSC Examination | |
| Topic | A4.1 Simultaneous Linear Equations A4.2 Non-Linear Relationships | F4.2 Depreciation and Loans F5 Annuities S4 Bivariate Data Analysis F4.1 Investments | N2.1 Network Concepts N2.2 Shortest Paths N3 Critical Path Analysis | A4.1 Simultaneous Linear Equations A4.2 Non-Linear Relationships F4.1 Investments F4.2 Depreciation and Loans F5 Annuities S4 Bivariate Data Analysis M4 Rates and Ratios N2.1 Network Concepts N2.2 Shortest Paths N3 Critical Path Analysis M6 Non-Right-Angled Trigonometry S5 The Normal Distribution | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | MS2-12-1, MS2-12-6 MS2-12-10 | MS2,-12-2, MS2-12-5, MS2-12-7, MS2-12-10 | MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10 | |
| Syllabus Components | | | | | Weighting % |
| Understanding, fluency and communication | 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 |
| Additional Subject Information: | Year 11 course may be assessed in year 12. <u>Course Overview of Topics</u> <i>Algebra</i> – Simultaneous Linear Equations, Non-Linear Relationships <i>Measurement</i> – Rates and Ratios, Non-right-angled Trigonometry <i>Financial Mathematics</i> – Investments, Depreciation and Loans, Annuities <i>Statistical Analysis</i> – Bivariate Data Analysis, The Normal Distribution <i>Networks</i> – Network Concepts, Shortest Paths, Critical Path Analysis | | | | |

Mathematics Extension 1– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|--|---|--------------------|
| Nature of Task | Class Test | Investigative Assignment | Class Test | Trial HSC Examination | |
| Topic | <i>MEC1.2: Exponential Growth and Decay MEP1: Proof</i> | <i>MEV1.1: Vectors MEV1.2: Vectors</i> | <i>MET3: Trigonometric Equations MEC3.2 Calculus MES1.1: Statistics MES1.2: Statistics</i> | <i>ME-P1: Proof ME-V1.1: Vectors ME-V1.2: Vectors ME-S1.1: Statistics ME-S1.2: Statistics ME-T3 ME-C3.2: Calculus ME-C2: Calculus</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 6 | Term 3, Week 3/4 | |
| Outcomes Assessed | ME11-4, ME12-1, ME12-6, ME12-7 | ME12-2, ME12-6, ME12-7 | ME12-1, ME12-3, ME-12-4, ME12-5, ME12-6, ME12-7 | ME12-1, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7 | |
| Syllabus Components | | | | | Weighting % |
| Understanding, fluency and communication | 12.5% | 10% | 12.5% | 15% | 50 |
| Problem solving, reasoning and justification | 12.5% | 10% | 12.5% | 15% | 50 |
| Total % | 25 | 20 | 25 | 30 | 100 |
| Additional Subject Information: | | | | | |

Mathematics Extension 2– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--------------------------------------|---|--|---|--------------------|
| Nature of Task | Investigative Assignment | Class Test | Class Test | Trial HSC Examination | |
| Topic | <i>Complex Numbers: MEX- N1</i> | <i>Proof: MEX-P1 & MEX-P2 Complex Numbers: MEX-N2</i> | <i>Complex Numbers: MEX-N2 Vectors: MEX-V1</i> | <i>Complex Numbers: MEX-N1& MEX-N2 Proof: MEX-P1 & MEX-P2 Vectors: MEX-V1 Applications of Calculus to Mechanics: MEX-M1</i> | |
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 7 | Term 3, Week 3/4 | |
| Outcomes Assessed | MEX12-1, MEX12-4, MEX2-7, MEX12-8 | MEX12-1, MEX12-2 MEX12-4, MEX12-7 MEX12-8 | MEX12-1, MEX12-3 MEX12-4, MEX12-7 MEX12-8 | MEX12-1, MEX12-2 MEX12-3, MEX12-4 MEX12-6, MEX12-7 MEX12-8 | |
| Syllabus Components | | | | | Weighting % |
| Understanding, fluency and communication | 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 |
| Additional Subject Information: | | | | | |

School Name:

COURSE: HSC 2019-2020 Engineering MEM10105

Student Competency Assessment Schedule

| Assessment Events for Certificate I in Engineering MEM10105 | | Event 4 | Event 5 | Event 6 | Event 7 | Work Placement * | Trial HSC |
|--|---|-----------------------------|----------------------------|------------------------------|--------------------------------------|-------------------------|-------------------------------|
| | | Technical Drawing | Work with others | Manual Production | Quality systems and procedures | | |
| | | Date: Week: 7 Term: 4 | Date: Week: 8 Term 3 | Date: Week: 10 Term: 2 | Date: Week: 8 Term: 3 | Date: Week: Term: | Date: Week: 3/4 Term: 3 |
| Code | Unit of Competency | | | | | | |
| MEM09002B | Interpret technical drawing | X | | | | | |
| MEM16007A | Work with others in a manufacturing, engineering or related environment | | X | | | | |
| MEM15024A | Apply quality procedures | | | | X | | |
| MEM15002A | Apply quality systems | | | | X | | |
| MEM03003B | Perform Sheet and Plate assembly | | | X | | | |
| MEM03001B | Perform manual production Assembly | | | X | | | |
| | | | | | | | |

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

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

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

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

Modern History– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|--|--|--|--------------------|
| Nature of Task | Class Test | Research Task | Historical Analysis | Trial HSC Examination | |
| Topic | <i>Core Study: Power and Authority in the Modern World 1919–1946</i> (Germany 1919-1946) | <i>Change in the Modern World</i> (Option C: Civil Rights in the USA 1945–1968) | <i>National Studies</i> (Japan 1904-1937) | <i>Core Study</i> <i>Peace and Conflict</i> (Conflict in Europe 1935-1945) | |
| Timing | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 7 | Term 3, Week 3/4 | |
| Outcomes Assessed | MH12-1, MH12-2, MH12-3, MH12-4, MH12-9 | MH12-3, MH12-7, MH12-8, MH12-9 | MH12-3, MH12-5, MH12-6, MH12-9 | ALL | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10% | | 10% | 20% | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5% | | 10% | 5% | 20 |
| Historical inquiry and research | | 20% | | | 20 |
| Communication of historical understanding in appropriate forms | 5% | 5% | 5% | 5% | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | | | | | |

Music 1– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|---|--|--|--------------------|
| Nature of Task | Core Performance Presentation or Submission (Presentation of performance or composition portfolio or musicology outline and viva voce, including a written response using concept-based analysis to self-directed listening excerpt selected from within Topic 1). | Presentation of Performance and Viva Voce (Solo or ensemble performance including an improvisation demonstrating an understanding of harmonic, melodic and/or rhythmic features of the chosen style). | Presentation and Submission (Presentation of reflection on performance and/or reflection on compositional process in portfolio and/or evidence of related listening activities in musicology portfolio). | Trial HSC Examination (Aural Skills & Responses to aural excerpts) | |
| Topic | <i>Topic 1 Elective & Musicology</i> | <i>Topic 2 Performance & Composition</i> | <i>Topics 2 and 3 Electives</i> | | |
| Timing | Term 4, Week 10 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | H1–8* | H1, H3 | H1–8* | H4, H6, H8 | |
| Syllabus Components | | | | | Weighting % |
| Performance | | 10% | | | 10 |
| Composition | | 10% | | | 10 |
| Musicology | 10% | | | | 10 |
| Aural | | | | 25% | 25 |
| Electives | 15% | | 30% | | 45 |
| Total % | 25 | 20 | 30 | 25 | 100 |
| Additional Subject Information: | <p><u>Course Overview of Topics:</u> <i>Topic 1 – Rock music</i> - Students will learn about aspects of rock music (music of a group, style, innovations, music of a solo performer, the role of improvisation, technology in rock music, world music & the music of a composer) <i>Topic 2 – Music of the 20th & 21st Centuries</i> - Students will study aspects of 20th & 21st century music. (A style, the music of a composer, a genre, popular music, art music, the impact of technology & the role of improvisation) <i>Topic 3 –An Instrument & its repertoire</i> - Students will study aspects of instrument and their repertoire. (solo instrumental music, changes to instruments, vocal/instrumental music with or without accompaniment, the impact of technology & the role of improvisation)</p> | | | | |
| *Teachers will select appropriate outcomes based on Elective options selected by each student. | | | | | |

PDHPE - Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|--------------------------------------|---------------------------------------|------------------------------|--------------------|
| Nature of Task | Analysis | Essay | Research | Trial HSC Examination | |
| Topic | <i>Sports Medicine : Responding to a sports injury Demands of specific athletes</i> | <i>Factors Affecting Performance</i> | <i>Health Priorities in Australia</i> | | |
| Timing | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 8 | Term 3, Week 3/4 | |
| Outcomes Assessed | H8, H13 | H8, H11, H16, H17 | H1, H2, H4, H5, H14 | H3, H6, H7, H9, H10, H14 | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 10% | 10% | 10% | 40 |
| Skills in critical thinking, research, analysing and communicating | 10% | 20% | 20% | 10% | 60 |
| Total % | 20 | 30 | 30 | 20 | 100 |
| Additional Subject Information: | | | | | |

Physics– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---|---|---|--------------------|
| Nature of Task | Research/Processing and Analysing Data | Practical | Depth Study | Trial HSC Examination | |
| Topic | <i>Electromagnetism</i> | <i>The Nature of Light</i> | <i>From the Universe to the Atom</i> | <i>All Topics</i> | |
| Timing | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 3/4 | |
| Outcomes Assessed | PH11/12-2 PH11/12-3 PH11/12-6 PH11/12-7 PH12-13 | PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14 | PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-15 | PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12, PH12-13 PH12-14, PH12-15 | |
| Syllabus Components | | | | | Weighting % |
| Skills in working scientifically | 15% | 15% | 15% | 15% | 60 |
| Knowledge and understanding of course content | 5% | 10% | 10% | 15% | 40 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | Depth study- Task #3. The Depth study task is based on the mandatory Depth Study Requirement documented in the syllabus. It will be 15 hours of class time. <u>Course Overview of Topics:</u> Electromagnetism and Depth Study, Advanced Mechanics, The Nature of Light, From the Universe to the Atom | | | | |

School Name:

COURSE: HSC 2019-2020

SIR30216 Certificate III in Retail

Student Competency Assessment Schedule

| Assessment Events for SIR30216 Certificate III in Retail | | Event 4 | Event 5 | Event 6 | Work Placement 2 | Trial Exam |
|---|---|------------------------------|------------------------------|-----------------------------|---------------------|------------|
| | | Sales Pitch | Relationships and Loyalty | Maintaining Order | | |
| | | Date: Week: 10 Term: 4 | Date: Week: 2 Term: 2 | Date: Week: 9 Term: 2 | | |
| Code | Unit of Competency | | | | | |
| SIRXSLS001 | Sell to the retail customer | X | | | | |
| SIRXPDK001 | Advise on products and services | X | | | | |
| SIRXSLS002 | Follow point-of-sale handling procedures | X | | | | |
| SIRXCEG002 | Assist with customer difficulties | | X | | | |
| SIRXCEG003 | Build customer relationships and loyalty | | X | | | |
| SIRRRTF001 | Balance and secure point-of-sale terminal | | | X | | |
| SIRXIND002 | Organise and maintain the store environment | | | X | | |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

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

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

Science Extension– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|--|---|-----------------------------------|-------------|
| Nature of Task | Literature Review (of developed scientific research question) & Presentation of Research Proposal | Statistical Case Study | Scientific Research Report | |
| Topic | <i>Skills developed in Section 1 of the Scientific Research Portfolio</i> | <i>Skills developed in Section 2 of the Scientific Research Portfolio</i> | | |
| Timing | Term 1, Week 4 | Term 2, Week 8 | Term 3, Week 5 | |
| Outcomes Assessed | SE-1, SE-3, SE-6, SE-7 | SE-4, SE-5, SE-7 | SE-1, SE-7 | |
| Syllabus Components | | | | Weighting % |
| Communicating scientifically | 15% | 5% | 10% | 30 |
| Gathering, recording, analysing and evaluating data | 5% | 15% | 10% | 30 |
| Application of scientific research skills | 10% | 10% | 20% | 40 |
| Total % | 30 | 30 | 40 | 100 |
| Additional Subject Information: | Online HSC examination. Submission of a Mandatory Scientific Research Report and Portfolio. <u>Course Overview of Topics:</u> Foundations of Scientific Thinking; The Scientific Research Proposal; The Data, Evidence and Decisions and The Scientific Research Report. | | | |

Society and Culture– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|---|---------------------------|---------------------------|------------------|--------------------|
| Nature of Task | Application of Methodologies | Report | Primary Research | Trial HSC | |
| Topic | <i>Core: Social & Cultural Continuity and Change</i> | <i>Depth Study A</i> | <i>Depth Study B</i> | <i>All</i> | |
| Timing | Term 1, Week 1 | Term 2, Week 3 | Term 3, Week 1 | Term 3, Week 3/4 | |
| Outcomes Assessed | H1,H3,H4,H5, H6,H7,H10 | H1,H2,H3,H5, H7,H9,H10 | H1,H2,H3,H5, H7,H9,H10 | | |
| Syllabus Components | | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 10% | 10% | 20% | 50 |
| Application and evaluation of social and cultural research methods | 10% | 10% | 10% | | 30 |
| Communication of information, ideas and issues in appropriate forms | | 5% | 5% | 10% | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |
| Additional Subject Information: | <p>Course Overview of Topics Core-Personal Interest Project (30% course time) Outcomes: H1,H4,H5,H6,H7,H8,H9,H10 Components: Introduction, Log, Central Material, Conclusion, Resource List</p> <p>Depth Study: Two to be chosen from the following- -Popular Culture -Belief Systems and Ideologies -Social Inclusion and Exclusion -Social Conformity and Nonconformity</p> | | | | |

Sport, Lifestyle and Recreation Studies (SLR) - Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | |
|--|--|---------------------------------|---|------------|
| Nature of Task | Theory & Practical | Theory | Theory and Practical | |
| Topic | <i>Resistance Training</i> | <i>Sports Administration</i> | <i>Health Priorities In Australia</i> | |
| Timing | Theory: Term 4, Week 7 Prac: Term 4, Weeks 9&10 | Term 1, Week 10 | Theory: Term 3, Week 2 Prac: Term 3, Weeks 2&3 | |
| Outcomes Assessed | 1.2, 2.2, 2.3, 2.5, 3.2, 4.4 | 1.1, 1.3, 1.6, 2.4, 4.2, 4.5 | 1.1, 2.1, 3.1 3.2, 3.3, 4.1 | |
| Syllabus Components | Weighting % | | | |
| Knowledge and understanding | 10% | 20% | 20% | 50 |
| Skills | 10% | 20% | 20% | 50 |
| Total % | 20 | 40 | 40 | 100 |
| Additional Subject Information: | | | | |

Visual Arts – Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|--|---|--------------------|
| Nature of Task | Development of the Body of Work (Submission of works in progress, VAPD documenting initial art making experimentation and investigation. Analysis of art making practice through the frames). | Extended Written Response (Case Study Essay) | Development of the Body of Work (Submission of artworks under development, VAPD documenting experimentation, photographic evidence and written accounts of art making through the Conceptual Framework). | Resolution of the Body of Work & Trial HSC Examination (Resolving the Body of works: artworks undergoing refinement, VAPD including curation of works for HSC submission with written evaluation of these decisions & written paper). | |
| Topic | <i>Art Making, Art Criticism & Art History</i> | <i>Art Making, Art Criticism & Art History</i> | <i>Art Making, Art Criticism & Art History</i> | <i>Art Making, Art Criticism & Art History</i> | |
| Timing | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 10 | Term 3, Week 3/4 (Trial) Term 3, Week 6 (BOW) | |
| Outcomes Assessed | H1, H3, H4, H9 | H8, H10 | H2, H5, H6, H8 | H5, H6, H7, H8, H9, H10 | |
| Syllabus Components | | | | | Weighting % |
| C1: Art Making | 20% | | 20% | 10% | 50 |
| C2: Art Criticism & Art History | 5% | 20% | 5% | 20% | 50 |
| Total % | 25 | 20 | 25 | 30 | 100 |
| Additional Subject Information: | <p><u>HSC Course:</u></p> <ul style="list-style-type: none"> development of a body of work and use of a process diary a minimum of five Case Studies (4–10 hours each) deeper and more complex investigations in art making, art criticism and art history. <p><u>Course Overview of Topics and Content:</u></p> <p>Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a 'body of work' in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.</p> | | | | |

Work Studies– Year 12

Implementation for Year 12 from Term 4, 2019

| Task Number | Task 1 | Task 2 | Task 3 | |
|---|--|-----------------------------|----------------------------------|-------------|
| Nature of Task | School Projects and Transition | Metal/Timber Project | My Working Life Portfolio | |
| Topic | <i>Modules 1, 10, 11 & Core</i> | <i>Modules 10 & 11</i> | <i>Modules 10 & 11</i> | |
| Timing | Term 4, Week 10 | Term 2, Week 8 | Term 3, Week 8 | |
| Outcomes Assessed | 1,2,5,6,7 | 1,2,5,6,7 | 1,2,3,4,8,9 | |
| Syllabus Components | | | | Weighting % |
| Knowledge and understanding of course content | 10% | 10% | 10% | 30 |
| Skills | 30% | 30% | 10% | 70 |
| Total % | 40 | 40 | 20 | 100 |
| Additional Subject Information: | <ul style="list-style-type: none"> • A portfolio, <i>My Working Life</i>, must be completed to demonstrate workplace experience and skills achieved. • Students will be required to undertake a Work Health and Safety Certificate. There will be a monetary charge for this. • Students may complete an optional First Aid Certificate. There will be a monetary charge for this (advisable for industry employment). <p><u>Course Overview of Topics</u> Course may comprise of: Employer Expectations and Interview Day; Timber Industry Skills; Metal Industry Skills; Group Practical Project & Work-Based Portfolio</p> | | | |