

**HOMEBUSH BOYS
HIGH SCHOOL**



***YEAR 11
ASSESSMENT
HANDBOOK***

2019

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GENERAL INFORMATION

Introduction

This booklet aims to give students, parents and caregivers information about assessment for the Higher School Certificate (HSC) course.

From Term 4 in Year 11, students will commence Year 12 assessment tasks in all subjects. The tasks will determine each student's assessment mark which is a measure of each student's achievement relative to the performance of other students in the same course at Homebush Boys High School.

The HSC will show two marks: the Final Examination Mark and the Moderated Assessment Mark. The Moderated Assessment Mark and the scaled Final Examination mark each comprise 50% of the total HSC result.

There is a difference between qualifying for the HSC and gaining an Australian Tertiary Admission Rank (ATAR). The ATAR is a rank that is used for gaining entry to Tertiary Institutions.

Students, parents and caregivers are urged to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their supervising Deputy Principal or Year Adviser.

Requirements for the award of the HSC

The New South Wales NSW Education Standards Authority (NESA) is a Statutory Board which has the power to award the credential titled, "The Higher School Certificate". To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations established by NESA.

1. Eligibility requirements for the Higher School Certificate

To be eligible for the award of the Higher School Certificate students must have:

- gained the RoSA or such other qualifications as NESA considers satisfactory;
- satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- sat for and made a serious attempt at the required HSC Exam(s).

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the HSC: All My Own Work program in ethical scholarship. This program will be delivered through the school, and will assist students to understand their rights and responsibilities in HSC assessment.

2. Pattern of Study

Students must have satisfactorily completed courses that meet the pattern of study required by NESA for the award of the HSC. This includes the completion of the practical, oral or project works required for specific courses and the assessment requirements for each course.

Students must have sat for and made a serious attempt at the HSC Exam(s).

Students must study a minimum of **12 units in the preliminary course** and a minimum of **10 units in the HSC course**. Both the preliminary course and the HSC course must include the following:

- at least 2 units of a Board developed English course;
- at least 6 units from Board developed courses;
- at least 3 courses of two units value or greater;
- no more than 6 units of courses in Science, and
- at least four subjects.

3. Accumulation of the Higher School Certificate

Students may accumulate HSC courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period will commence in the first year students satisfactorily complete an HSC course. It will apply regardless of whether students defer their studies for one or more years during the five-year period. Accumulation of HSC courses cannot extend beyond a five-year period.

4. 25 Hour Personal Development and Health Course, Crossroads

Crossroads is a mandatory personal development and health education course for Years 11 and 12 students in NSW government schools. The course provides an opportunity for Stage 6 students to extend and build on the outcomes achieved in Personal Development, Health and Physical Education (PD/H/PE) from Years 7 to 10.

Crossroads reflects some of the contemporary health issues facing young people. It acknowledges and aims to support senior students as they address changing issues related to identity, independence and their changing responsibilities.

Requirements for an Australian Tertiary Admission Rank (ATAR)

The ATAR is the rank calculated on behalf of Tertiary Institutions to allocate places in New South Wales and Australian Capital Territory universities. Further information about the ATAR can be obtained through the University Admission Centre website at www.uac.edu.au.

RULE 1

To be eligible for an ATAR, a student must satisfactorily complete at least ten units of Board developed courses, including at least two units of English.

The Board developed courses must include:

- at least three courses of two units or greater, and
- at least four subjects

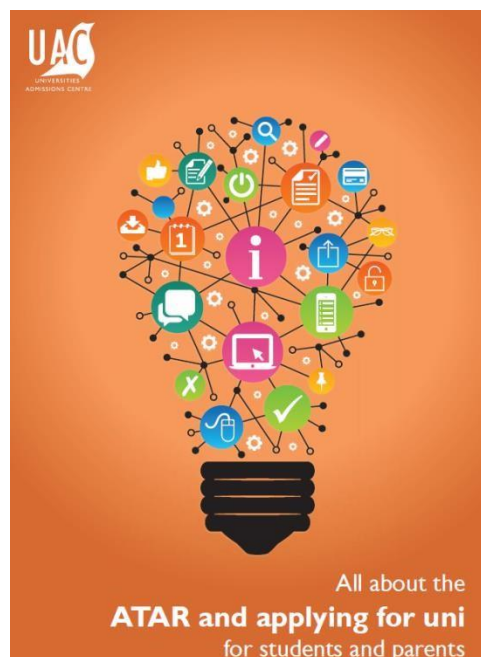
RULE 2

The ATAR will be based on an aggregate of scaled Marks in the ten units of Board developed courses comprising:

- the best two units of English;
- the best eight units from the remaining units, and
- four units of category B courses may be studied, although only two units will be included in the calculation of the ATAR.

With the following provisions:

- students must satisfactorily complete English;
- students may accumulate courses over five years; and
- if a student repeats a unit, only the last satisfactory attempt will be used in the calculation of the ATAR.



SCHOOL ASSESSMENT POLICY

Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for the Higher School Certificate (HSC).

Please read this policy carefully and make sure you understand it. All students must sign to acknowledge that they have received this booklet.

What is HSC Assessment?

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

- assist in 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, and report on the achievement by each student at the end of a course.

It is a requirement of the HSC school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority. School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' 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 indicating where they could make improvements.

An HSC assessment mark is the mark determined for each student studying a Board-determined or Board-endorsed course that represents a measure of the student's achievement relative to other students by the end of the course for the HSC. The assessment mark is derived from the results of a number of assessment tasks.

The Higher School Certificate shows two marks for each course: an exam mark and an HSC moderated assessment mark.

Purpose of HSC Assessment

The purpose of school assessment for HSC students is to provide an indication of student achievement based on:

- a wider range of syllabus outcomes than may be measured by a single HSC Exam; and
- multiple measures and observations made throughout the HSC, giving students credit for what they have achieved throughout their courses, in addition to their Final Exam.

The Start and Finish

For the HSC course, assessment tasks may begin in Term 4 of Year 11. Assessment will cease after the Trial HSC Exam in Year 12.

NSW Education Standards Authority Website

Syllabuses, past papers, sample responses and support materials for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

Students Online

The Students Online service is available for students to log-on and view their HSC enrolment details. By using a student number and PIN provided by NESA, they will be able to check important details relating to their enrolment and view important information such as their personalised HSC timetable, Assessment Rank Order (after the final HSC Exam) and information regarding HSC results. In addition, Students Online has links to other relevant sites.

Satisfactory Completion of Higher School Certificate Courses

Students are considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have met the following course completion criteria. They must have:

1. followed the course developed by NESA;
2. applied themselves with diligence and sustained effort to the tasks and experiences provided by the school, and
3. achieved some or all of the course outcomes.

The Principal may determine that the above course completion criteria are not being met, including those not met as a result of poor attendance. Students will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. A student will be considered unsatisfactory in a course if he has failed to apply himself with "diligence and sustained effort" to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement and the like caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve course outcomes, a NESA warning letter will be sent home. The purpose of this letter is:

- to give students a warning in time to correct the area of concern, and/or
- to clarify their current status regarding an unsatisfactory designation.

Where it is determined that a student has not satisfactorily completed a course, that student will not receive any results in that course.

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students

1. Attendance

Students must attend all classes to satisfactorily complete the HSC courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to certify that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An "Academic Integrity Report" must be attached to all submitted assessment tasks.

4. Assessment Tasks

The NSW Education Standards Authority expects all students to attempt all assessment tasks.

5. Submission of assessment tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is expected that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and formal assessment tasks.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded.

(ACE Manual)

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment **Task Notification is issued, must see the teacher to receive the notification.** It is important to note that notification of assessment tasks will be issued two weeks prior to assessment tasks as per assessment schedules published in this handbook.

10. Student transfers

Students who transfer into the school after commencement of the HSC courses will have a formal interview with the Principal to discuss assessment requirements.

11. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason an "Assessment Task Illness/Misadventure Application" proforma needs to be completed and all supporting documentation has to be **submitted to the relevant Deputy Principal on the first day back after their absence, or a zero mark will be awarded.** Illness /Misadventure applications are available from your Deputy Principal.

Applications for appeal

A student may apply for special consideration for the following reasons:

- a. If a student wishes to make an application for an extension of time, in which case it is required before the due date, or
- b. If a student is absent on the day of the task, in which case:
 - i. the student or his parent **must telephone the school** on the day of the task and **inform the relevant Deputy Principal;**
 - ii. the illness/misadventure application must be lodged with the Deputy Principal concerned immediately upon the student's return to school;
 - iii. a doctor's certificate is required if the application is on medical grounds;
 - iv. valid supporting documents are required to support misadventure appeals;
 - v. if the assessment task is a take home task, the student must hand it in completed with a medical certificate to the Deputy Principal, immediately upon the student's return to school;

- vi. documentation submitted at a later date **(not on the first day that the student returns to school)** will not be accepted and the student will be awarded a zero mark.

Medical Certificates must:

- be written on a named doctor's pad;
- include the date of the missed tasks;
- show in detail, the nature of the illness;
- state that the student is **"unable to complete the HSC assessment task"**. It is the student's responsibility to bring this to the attention of the medical practitioner;
- show the length of time the student will be unfit for school, and
- be produced immediately on return to school.

If the student does not make the application to the relevant Deputy Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.

Before the Mid Year and Final Reporting period, the Faculty Head Teacher and Deputy Principal consult with the Principal to consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter which will be sent to the parent.

The Illness/Misadventure appeals process does not cover:

- difficulties in preparation or loss of preparation time;
- alleged deficiencies in tuition;
- loss of study time prior to the formal study vacation;
- misreading the exam timetable;
- misreading of exam instructions;
- **attendance at a sporting or cultural event, or family holiday;**
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period; and
- **Illnesses covered by special provisions, unless there is evidence of an unforeseen episode during the examination.**

Technology and/or computer equipment failure are not valid grounds for misadventure. It is the student's responsibility to keep hard copies of submitted assessment tasks.

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and □ bring a copy of the file to school by either USB or CD.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

If the Assessment Task Illness/Misadventure Application is not accepted, then the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

Work Placement

- Students are required to see the appropriate Head Teacher before work placement to organise alternate arrangements for assessment tasks scheduled during work placement.
- **If an assessment task is due during work placement**, the student **must see the Deputy Principal before work placement** to negotiate whether the task will be submitted to the **Deputy Principal** either before work placement or on the due date.
- Receipt to acknowledge that the Head Teacher has received the assessment task must be kept by the student.

12. Procedures relating to Malpractice

All work presented in assessment tasks and external exams (including submitted works and practical exams) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their HSC results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school exam rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and assisting another student to engage in malpractice.

(Rules and Procedures for HSC candidates)

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

To avoid malpractice, including plagiarism, students should:

- check how to cite sources with their teacher. Students must give credit whenever they;
- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge; use quotations from another person's spoken or written words, and paraphrase another person's spoken or written words.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Homebush Boys High School.

13. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, exam or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/exam, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; makes a non-serious attempt, or cheats or attempts to cheat in any way.

14. Exam Procedures

- During any assessment task/Exam students must follow the exam supervisor's instructions at all times. An **Exam Rules and Expectations Sheet** is issued to students with their exam timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is outlined in the **Exam Rules and Expectations Sheet**.
- Students must make a serious attempt at all questions in the exam/assessment task and remain in the exam venue until the end of the Exam.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any exam room.

Failure to observe these rules will result in a mark of zero for the exam.

15. Students Absent from Mid Year, Trial and HSC Exam

- Students who are absent from exam(s) for any serious reason must notify the appropriate Deputy Principal of the school on the timetabled day of the exam(s).
- The student must present the illness/misadventure appeal to the appropriate Deputy Principal immediately after the missed exam/s for the appeal to be considered, and course of action determined.

16. Equipment for the HSC Exam

The HSC timetable contains a list of:

equipment, that students are expected to provide; and optional items that students may bring if they wish.

It is a students' responsibility to obtain this list, which appears on the NESA website at: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that students **must** clear memory from calculators before examinations.

17. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. The NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves.

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

18. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

19. Notifications

Students are expected to carefully read the notification of tasks that they will receive two weeks prior to the date of assessment tasks.

Students are required to sign for and check the following details on all notifications for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment marking criteria, and
- e. the date of the task.

20. Special Examination Provisions for students with special needs

If students have a special need that would, in a normal exam situation prevent them from:

- reading the exam questions, and/or
- communicating responses,

NESA may approve special exam provisions.

Students seeking special exam provisions need to approach the Head Teacher Learning and Engagement to lodge an **application by April or earlier**.

Special Examination Provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the exam, and for lack of familiarity with the English language.

Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.

21. Reporting Procedures

Year 12 school reports are issued in Semester One and in Semester Two. Assessment for these reports will be based upon the HSC Assessment schedules for each course as outlined in this assessment handbook.

SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been developed to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

"Schools are to undertake assessment to collect information about student's learning. This will occur through both formal in informal activities."

(Policy Standards for Curriculum Planning and Programing, Assessing and Reporting to Parents K-12)

Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by the NESA. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled.

This means that teachers are required to provide students with assessment schedules for courses studied which will give the approximate timing of assessment tasks, and:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the outcomes and the weightings for each syllabus component; and specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
 - i. tests/exams which may take a written, practical, oral and aural form;
 - ii. class and/or homework assignments, including essays and practical tasks;
 - iii. projects of varying degrees of length and complexity, and
 - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time. Exact timing of tasks will be confirmed in Task Notifications, issued at least two weeks prior to the task.

Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign when a task is submitted;
- c. ensure students sign when a task is returned;
- d. record marks on the faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate or in accordance with Point 9 in this section.

More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, be issued at least 14 calendar days in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid Year Examinations and Trial HSC Examinations.

Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

Providing Meaningful Feedback

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and should provide students after each task with information concerning their performance on individual tasks.

Students should be provided with a cumulative mark of their Semester 1 assessments on the student Mid Year Report and a cumulative mark of their Semester 2 assessments in their Final Report.

Students can obtain their NESA Assessment rank order online, using the Students Online service available at the conclusion of the HSC Examination period.

2. *Non-Discriminating Tasks*

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called "supplementary task". Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.

3. *The Award of "Zero Marks"*

A zero mark is noted as a non-attempt for a particular course and will be awarded in two instances:

- a. non-presentation of a task without approved reason, or
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism).

4. *Non presentation/Non Attempt*

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments, but the task will not count towards overall assessment totals.

5. *Malpractice*

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged (see p.11);
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal; cheating during an assessment task or exam, and misbehaving during exams.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Deputy Principal. The student will be awarded a zero mark for the task or section of the task where the malpractice occurred, and given a full explanation of the decision. The student may then proceed through established appeal procedures.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

6. If a student is involved in any of the following behaviours during any assessment task/exam, a zero assessment will be awarded:

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher; □ makes a non-serious attempt, or cheats in any way.

7. Lateness

Students need to be on time for exams and assessment tasks. If a student arrives late during an Exam/assessment task without a valid reason, she must undertake the task in the remaining time.

8. Extensions

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Head Teacher for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

9. NSW Education Standards Authority Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**.

Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and **achieves** some or all of the outcomes.

These letters are a warning to students that they are in danger of not meeting the course requirements.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter.

When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their son/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and his parents/caregivers is requested and received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will normally arrange a meeting with the student to discuss the student's progress in that subject.

When a second warning letter is sent, the Deputy Principal will normally arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has two active NESA warning letters, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, another interview will be organised with the Head Teacher, Deputy Principal, Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:

against his mark in the course assessed on the grounds of a clerical error, and/or if the school has varied from its stated Assessment Policy.

2. No appeal may be entered against marks allocated for a particular task or piece of work, unless on grounds stated above.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Deputy Principal and should be completed by mid-November of the HSC year. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following personnel:

Principal;
Deputy Principal;
The Head Teacher of another faculty, and the Head Teacher of that faculty.

In conducting a review, the Board requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(NESA: ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Homebush Boys High School complied with NESA policy and whether the conduct of the review was correct in all respects.

SECTION D: VOCATIONAL EDUCATION AND TRAINING

Introduction

Homebush Boys High School (HBHS) Vocational Educational and Training (VET) assessment policy is based on NESA Guidelines and National Assessment Principles. All VET courses follow HBHS Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N' Award notification and appeals procedures.

Rationale

All VET industry Curriculum Framework courses offered in Years 11 and 12, use competency based assessment. This means that student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

The Purpose of Assessment

Assessment for the HSC VET framework courses has two distinct purposes:

- a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
 - applies to all courses within frameworks, and
 - is a means for industry recognition.
- b. Assessment for Australian Tertiary Admissions Rank (ATAR):
 - written HSC Exam, and
 - optional for the 240 hour course only.

Assessment for the Australian Qualification Framework (AQF)

To gain an AQF Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework, and
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework.

The focus of the assessment of accredited vocational courses at HBHS is on assessing what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed 'competent' or 'more evidence required' in each module.

VET courses contain both core and optional modules. The course of study will be determined by negotiation between students and teachers for each industry framework. To gain AQF Certificate I or II students must provide evidence of competence in **all** modules chosen. To provide competency, students must satisfactorily complete all assessment tasks set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment tasks to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit, and it will not appear on their record. This will result in the student being ineligible for the AQF Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards for every module chosen by their teacher in their industry framework will be eligible for a Statement of Attainment at the end of the course. The Statement of Attainment will state all modules in which the student has proven their competency.

Assessment for an Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of a HSC course;
- successfully complete the mandatory work placement hours, and sit the HSC Examination.

HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC Examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC Examination:

- has no impact on student eligibility for AQF qualifications;
- is optional for VET students;
- is a two (2) hour written paper, and
- results contribute to the calculation of the student's ATAR.

Students who sit the exam will receive a course report in the same form as other Board developed courses. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to exam performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC Examination. Any student who does not wish to sit for the HSC external Examination must contact the VET Coordinator at the school during their HSC year. Students and their parents/caregivers will need to complete the appropriate form and the VET coordinator will notify NESA.

The external exam only may contribute to the calculation of the student's ATAR. Withdrawal from the exam does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course, but has not undertaken the external exam, the student will have the VET subject listed on their HSC, but there will be no exam mark and the VET course will not contribute to the calculation of their ATAR.

NSW Education Standards Authority Requirements

Students undertaking a VET course must meet the requirements of NESA for the HSC along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment.

NESA has mandated work placement as a requirement of the HSC. Student must achieve the hours of work placement required for the course undertaken. The rules and processes related to an 'N' award for a Board Developed Course are applicable to students undertaking a VET course. VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Recognition of Prior Learning

Students who already have some knowledge or experience that is covered in detail in a VET course at HBHS, may apply for recognition of prior learning. School Recognition of Prior Learning (RPL) policies and procedures are in the line with Strathfield School Education Area policies and procedures. Students must contact the school VET Coordinator to obtain further information and application for RPL.

Assessment Principles and Procedures

The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment tasks are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment tasks.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, exam, presentation, practical demonstration or any other appropriate assessment strategies. Assessment tasks may be designed to integrate elements of competencies from different modules.

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school.

Internal Exams

HBHS will conduct a Trial HSC Examination to enable teachers to provide NESA with estimates of student exam performance. This may be required where a student lodges an illness/misadventure/ appeal relating to the HSC Exam. The Trial HSC Exam may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency based assessment program.

Work Placement

Mandatory work placement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory, students who do not complete the required hours of work placement to the satisfaction of the employer and the school will not have the course recognised by NESA. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year. The student will be sent a NESA warning letter.

The minimum required hours of work placement are 35 hours for each 120 hour course or 70 hours over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

If a student does not attend or complete the work placement provided for them by the school or is not deemed satisfactory by the employer or the school, the student is responsible for providing an alternative work placement. The VET coordinator must approve this work placement before being undertaken by the student.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the HBHS Assessment Policy.

The policy requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone;
- notifies the class teacher on the morning of the absence by telephone; and completes an illness/misadventure form found in the HBHS Preliminary and HSC Assessment handbooks with a Doctor's Certificate attached. This must be **given to the Deputy Principal on the first day the student returns to school** after completing work placement. The Deputy Principal will consult with the VET coordinator who will take further steps in ensuring that the work placement requirements are met.

Student Reviews/Appeals

A student may appeal against the award of "not yet competent" in a unit of work. The student may firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Deputy Principal who will consult with the VET coordinator. If the issue is still not resolved, the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 3 working days of the determination.

HOME BUSH BOYS HIGH SCHOOL

ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task.

The completed form must be submitted to the Deputy Principal the first day back at school immediately after the due date of the assessment.

If the Deputy Principal is absent, this form must be submitted to the Principal.

Name: Year:

Subject/Course:

Head Teacher: Teacher:

Assessment Title:

Date of Notification: Due Date:

Date appeal submitted:

Either (tick option):

☐

Task missed

☐

Task sat for

Seeking special consideration because of:

☐

Illness

☐

Misadventure

Details of appeal:

.....

.....

.....

(Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy)

Student signature: Date:

Parent/caregiver signature: Date:

School Procedure

- ☐ Deputy Principal issues and receives Illness/Misadventure Appeal form
- ☐ Deputy Principal discusses with the Principal
- ☐ Head Teacher receives a photocopy of the appeal
- ☐ Before Mid Year reporting period (Yr7-11) and Final reporting (Yr7-12), Principal, Deputy Principal and Head Teacher will meet to discuss the appeal.
- ☐ School Admin Officer will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file.
- ☐ Principal will sign the letter and give to front office for posting.



Homebush Boys High School

(02) 9764 3611 (02) 9746 3614

Bridge Road, Homebush NSW 2140

Date:

Dear (Parent/Carer)

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

I am writing to advise that your son/ward **(Student name)** is in danger of not meeting the Course Completion Criteria for the Higher School Certificate in **(Course)**.

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **1st official warning** we have issued concerning **(Course)**.

A minimum of 2 course-specific warnings must be issued prior to a final 'N' (non-completion) 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 NESA
- 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' (non-completion of course) determination.

This will mean that the course will not be listed on the student's Record of Achievement and may impact on the student's eligibility for the Higher School Certificate. 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.

In the case of competency-based courses, it is a matter for the Principal to determine whether the attempt made by the student to complete the course is genuine.

To date your son has not satisfactorily

- a. followed the course developed or endorsed by NESA
- b. Applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. For **(Student name)** to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved:

Task name(s) Course Requirement(s) Course Outcome(s)	Percentage weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

Please discuss this matter with **(Student name)** and contact the school if further information or clarification is needed.

Yours sincerely,

Class Teacher

Head Teacher

Deputy Principal

----- ☐ ----- ☐ ----- ☐ ----- ☐ ----- ☐ ----- ☐ ----- ☐ -----

Please detach this section and return to the school.

Reference Number: 000000

Requirements for the satisfactory completion of a Higher School Certificate Course

I acknowledge receipt of the 1st official warning letter, advising that **(Student name)** is in danger of not having satisfactorily met the Course Completion Criteria for **{Subject/Course}**.

I am aware that the non-completion of course requirements may result in an "N" determination for the course and consequently, the course will not appear on the Higher School Certificate.

I am also aware that the 'N' determination in a subject could impact on my son's eligibility to receive the award of the Higher School Certificate.

Parent/Guardian's Signature

Student's signature

Date

Date

If/when the task has been satisfactorily completed, the Faculty Head Teacher will enter the data (COMPLETED) on the SENTRAL database.

BIOLOGY

COURSE DESCRIPTION

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

COURSE STRUCTURE AND REQUIREMENTS

COURSE STRUCTURE AND REQUIREMENTS				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Cells as Basis of Life	60	*15 hours in Modules 1-4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

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

ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study & Presentation Module 1 Cells as Basis of Life	Research/Practical Investigation Module 2 Organisation Of Living Things	Yearly Examination Module 1, 2, 3, 4	
	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9	
	Outcomes assessed BIO11/12-1BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7BIO11-10	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3BIO11/12-7 BIO11-9	Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

BUSINESS STUDIES

COURSE DESCRIPTION

Business Studies encompasses the theoretical and practical aspects of business and management in contexts that students will encounter in real life. Conceptually, it offers focus areas on perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Contemporary business theories and practices and business case studies are incorporated throughout the course.

COURSE STRUCTURE

TOPIC		Indicative Hours	% of course time
1	Nature of Business	24	20
2	Business Management	48	40
3	Business Planning	48	40

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task Nature of Business	Small Business Plan Business Management and Business Planning	Yearly Examination All Topics	
	Term 1 , Week 7	Term 3 , Week 4	Term 3 , Week 8/9	
	Outcomes assessed P1, P2, P6 P7, P8	Outcomes assessed P1, P2, P3, P6, P7, P8, P9, P10	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	10	15	15	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	10	5	5	20
Total %	30	40	30	100

CHEMISTRY

COURSE DESCRIPTION

The study of Chemistry in Stage 6 enables students to develop an appreciation and understanding of materials and their properties, structures, interactions and related applications. Through applying Working Scientifically skills processes, the course aims to examine how chemical theories, models and practices are used and developed.

COURSE STRUCTURE AND REQUIREMENTS

Course Structure and Content				
Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Properties and Structure of Matter	60	*15 hours in Modules 1-4
		Module 2 Introduction to Quantitative Chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of Reactions		

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

ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Research / Practical Task Module 1 Properties and Structure of Matter	Depth Study – Research and Presentation Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination Module 1,2,3 & 4	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
	Outcomes assessed CH11/12CH11/12-2CH11/12CH11/12-4CH11/12-7CH11-8	Outcomes assessed CH11/121CH11/12-2CH11/12CH11/12-4CH11/12-7CH11-9	Outcomes assessed CH11/12-1 to CH11/12-7and CH11-8 to CH11-11	
Skills in Working Scientifically	15	25	20	60
Knowledge & Understanding	10	10	20	40
Total %	25	35	40	100

CHINESE and LITERATURE

COURSE DESCRIPTION

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

Preliminary Course

The marks for the Preliminary course components are set out below.		Marks
Listening and Responding	Objectives 3 and 4	20
Reading and Responding	Objectives 1, 3 and 4	40
Writing	Objectives 2 and 4	30
Spoken exchanges	Objectives 1 and 4	5
Written exchanges	Objectives 1 and 4	5
Total		100

ASSESSMENT SCHEDULE

TASK	COMPONENT	OUTCOMES	DESCRIPTION	WEIGHT.	DUE
1.	Listening and Responding (10%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.7, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese	25%	Term 1 Week 8
	Writing (15%)		Express ideas through the production of original texts in Chinese		
2.	Reading and Responding (25%)	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese	35%	Term 2 Week 10
	Spoken exchanges (5%) Written exchanges (5%)	1.1, 1.2, 1.3, 4.1, 4.2, 4.3	Express ideas through the production of original texts in Chinese Exchange information, opinions and ideas in Chinese		
3.	Listening and Responding (10%)	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	Understand aspects of the language and culture of Chinese-speaking communities	40%	Term 3 Week 7/8
	Reading and Responding (15%)		Analyse, evaluate and respond to a range of texts that are in Chinese		
	Writing in Chinese (15%)		Express ideas through the production of original texts in Chinese		

COMMUNITY and FAMILY STUDIES

COURSE DESCRIPTION

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society. The course enables students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

ASSESSMENT SCHEDULE

	Course modules	TASK 1 Term 1, Week 5	TASK 2 Term 2, Week 10	TASK 3 Term 3, Week 8
Assessment Component		Resource Management Assessment	Individuals and Groups Assessment	Yearly Examination
Knowledge and understanding of course content	40%	10	10	20
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20
TOTAL	100	30	30	40
Outcomes		P1.1 1.2 6.1 5.1 6.2	P 2.3 4.1 4.2	P 2.1 2.2 2.4 3.1 3.2

OUTCOMES

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialization of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximize the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision-making

ECONOMICS

COURSE DESCRIPTION

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life and make informed judgments about issues and policies and participate responsibly in decision-making.

COURSE STRUCTURE

120 indicative hours	% of course time	Indicative hours
1. Introduction to Economics	10	12
2. Consumers and Business	10	12
3. Markets	20	24
4. Labour Markets	20	24
5. Financial Markets	20	24
6. Government in the Economy	20	24

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Oral Presentation Consumers and Business	Research Task Labour Markets and Financial Markets	Yearly Examination All Topics	
	Term 1 , Week 6	Term 3 , Week 2	Term 3 , Week 8/9	
	Outcomes assessed P1, P2, P7, P10, P12	Outcomes assessed P8, P9, P10, P11	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

ENGINEERING STUDIES

COURSE DESCRIPTION

The aim of Engineering Studies Stage 6 is to develop students' understanding and appreciation of the nature and significance of engineering and its impact on society with an emphasis on the application of engineering methodology.

COURSE STRUCTURE

Engineering Studies Stage 6 comprises a Preliminary course made up of four (4) compulsory modules (three applications and one focus) and four (4) compulsory HSC modules (two application modules and two focus modules).

Preliminary Modules

Module 1: Engineering Fundamentals

Module 2: Engineered Products

Module 3: Braking Systems

Module 4: Biomedical Engineering

Task number	Task 1	Task 2	Task 3	
Nature of task	Engineering Report	Investigation and Presentation (Braking Systems Research)	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 8–9	
Outcomes assessed	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3 P4.2, P4.3, P6.1	
Components	Weighting %			
Knowledge and understanding of course content		20	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	20	40	40	100

ADVANCED ENGLISH

COURSE DESCRIPTION

In the preliminary English Standard course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

COURSE STRUCTURE

120 indicative hours

Common Content: 40%
Modules (2): 60%

Reading to Write (Common Content): 45 Indicative hours = 11.5 weeks

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing

Modules (Narratives That Shape our World and Critical Study of Texts):
75 Indicative hours = 18 weeks → 9 weeks each.

ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
1.	Writing Portfolio and Reflection	Reading to Write	30%	Term 1 Week 9
2.	Multi-modal presentation	Narratives that shape our world	40%	Term 2 Week 9
3.	Critical Study of Text	Critical Essay	30%	Term 3 Week 8

STANDARD ENGLISH

COURSE DESCRIPTION

In the preliminary English Standard course, there is a stronger focus on individual reading to inform, inspire and encourage writing. As well, the assessment process is now limited to 3 tasks, which includes a multi-modal or digital presentation.

COURSE STRUCTURE

120 indicative hours

Common Content: 40%

Modules (2): 60%

Reading to Write (Common Content): 45 Indicative hours = 11.5 weeks

Mandatory to program *Reading to Write* module **first** to further develop students' skills to respond to texts and refine their writing

Modules (Contemporary Possibilities and Close Study of Texts):

75 Indicative hours = 18 weeks → 9 weeks each.

ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT.	DUE
1.	Writing Portfolio and Reflection	Reading to Write	30%	Term 1 Week 9
2.	Critical Essay	Close Study of text	30%	Term 2 Week 9
3.	Multi-modal presentation	Contemporary Possibilities	40%	Term 3 Week 7

ENGLISH EXTENSION

COURSE DESCRIPTION

In the Preliminary English Extension course, students explore how and why texts are valued and appropriated into a range of contexts. They consider why some texts may be perceived as culturally significant. As well, there is a compulsory independent research task.

COURSE STRUCTURE

60 indicative hours

Students must complete the module Texts, Culture and Values. Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Through close study, students:

- consider the relationships between the text and its culture
- explore structure of the texts and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to texts
- consider the ways and reasons the original and later manifestation of text are valued.

ASSESSMENT SCHEDULE

TASK		OUTCOMES	WEIGHT.	DUE
1.	Imaginative Response	EE11-2 EE11-3 EE11-6	30%	Term 1 Week 10
2.	Multimodal TED Talk	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	40%	Term 2 Week 9
3.	Yearly Examination	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	30%	Term 3 Week 8

ENGLISH EAL/D

COURSE DESCRIPTION

The English EAL/D course focuses on the close study of language and meaning and English language learning. Students are provided with opportunities to develop and refine skills in spoken and written English. The English EAL/D course assists students to develop the collaborative and critical thinking skills needed to navigate their way through the 21st-century world. Explicit and targeted English language instruction throughout the English EAL/D course is delivered in context and at students' point of need in order to assist them in achieving Years 11 and 12 outcomes across the curriculum.

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT.	DUE
1.	Reading and Writing	Language, Texts and Context	EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	30%	Term 1 Week 8
2.	Extended Response	Close Study of Text	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	30%	Term 2 Week 7
3.	Multi-modal Presentation	Texts and Society	EAL11-1B, EAL11-2, EAL11-7, EAL11-9	40%	Term 3 Weeks 8,9

SYLLABUS OUTCOMES

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

GEOGRAPHY

COURSE DESCRIPTION

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world

Geographical inquiry is fundamental to all topics in the Preliminary and HSC courses. Students should be proficient in understanding and applying a range of geographical tools and skills so that they can become critical and creative thinkers about contemporary geographical questions and issues.

COURSE STRUCTURE

TOPIC		Indicative Hours	% of course time
1	Biophysical Interactions	54	45
2	Global Challenges	54	45
3	Senior Geography Project	12	10

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task Biophysical Interactions	Senior Geography Project	Yearly Examination All Topics	
	Term 1 , Week 10	Term 3 , Week 2	Term 3 , Week 8/9	
	Outcomes assessed P1, P2, P3, P7, P8	Outcomes assessed P7, P8, P9, P10, P11, P12	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	10	25
Geographical inquiry and research, including fieldwork	5	10		15
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
Total %	20	40	40	100

ANCIENT HISTORY

COURSE DESCRIPTION

Students study ancient history because it provides them with opportunities to satisfy their fascination and interest in the stories of the past and the mysteries of human behaviour. It allows them to develop and apply the research skills and methodologies of the historian and archaeologist. It equips students to critically question and interpret written and archaeological sources for the evidence they provide about the ancient world. Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and of the factors affecting change and continuity in human affairs. The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

COURSE STRUCTURE

The structure of the ancient history course is summarised below:

PART 1

- Investigating Ancient History
 - *The Nature of Ancient History*
 - *Case Studies*

PART 2

- Features of Ancient Societies

PART 3

- Historical investigation

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT.	DUE
1.	Oral and Research Presentation	- Historical skills and analysis of sources - Communication of historical understanding	AH11-1 AH11-2 AH11-3 AH11-7 AH11-8 AH11-9 AH11-10	30%	Term 1 Week 6
2.	Research Essay (Historical investigation)	-Historical inquiry and research -Communication of historical understanding	AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9	30%	Term 2 Week 7
3.	Yearly Examination	Knowledge and understanding of course content	AH11-1 AH11-2 AH11-3 AH11-7 AH11-9 AH11-10	40%	Term 3 Weeks 8/9

MODERN HISTORY

COURSE DESCRIPTION

The study of modern history has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations of the nineteenth and twentieth century's that have made their world what it is. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them.

Furthermore, modern history is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current. Modern history also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from critical analysis of primary and secondary sources is a sought after skill in today's world. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the twenty-first century.

COURSE STRUCTURE

Following is a description of the course structure:

PART 1 Investigating Modern History:

- The Nature of Modern History
- Case Studies

PART 2 Historical Investigation

PART 3 Core topic: The Shaping of the Modern World

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT.	DUE
1.	Essay, in class	- Analysis and evaluation of sources and interpretations - Communication of historical understanding	MH11-2 MH11-3 MH11-4 MH11-6 MH11-9 MH11-10	30%	Term 1 Week 7
2.	Research presentation	- Historical inquiry and research - Communication of historical understanding	MH11-2 MH11-3 MH11-4 MH11-6 MH11-7 MH11-8 MH11-9	30%	Term 2 Week 7
3.	Preliminary HSC Examination	- Knowledge and understanding of course content	MH11-1 MH11-2 MH11-3 MH11-4 MH11-6 MH11-7 MH11-9 MH11-10	40%	Term 3 Weeks 8,9

INDUSTRIAL TECHNOLOGY

Timber Products & Furniture Industries

COURSE DESCRIPTION

The Preliminary course of 120 indicative hours consists of project work and an industry study that provide a broad range of skills and knowledge related to timber industry and an introduction to industrial processes, skills and practices relevant to the design, management, communication and construction of practical projects. Students learn to use new tools and equipment related to furniture making and apply the skills and knowledge in designing and making projects.

COURSE STRUCTURE

Students will be studying a range of Timber and Furniture making topics in Preliminary year and will be expected to use the skills and knowledge learnt to focus on their Major project in HSC year. The topics to be studied in Preliminary year are Furniture design and construction methods, safety, management and communication skills and Industry Visit.

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 8,9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

INFORMATION PROCESSES & TECHNOLOGY

COURSE DESCRIPTION

The aim of this course is to enable students to become confident, competent, discriminating and ethical users of information processes and software packages. A project approach has been adopted and students complete a major information project that could be based on a multimedia, web page or database information system.

Students study types of software and prepare tutorials on aspects of software packages. They also look at recent trends in computing and software and develop processes to meet these needs.

COURSE STRUCTURE

Students study 3 areas, Information skills and systems, Tools for information systems, Developing Information systems and projects.

Task number	Task 1	Task 2	Task 3	
Nature of task	Seminar / research & presentation	Project management tools and solution for ICT system	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8–9	
Outcomes assessed	P1.1, P1.2, P2.1, P3.1	P1.1, P3.1, P4.1, P5.1, P6.1, P7.1, P7.2	All	
Components	Weighting %			
Knowledge and understanding of course content	20	15	25	60
Knowledge and skills in the design and development of information systems	10	15	15	40
Total %	30	30	40	100

LEGAL STUDIES

COURSE DESCRIPTION

Legal Studies is designed to foster intellectual, social and moral development by empowering students to think critically on the role of law and legal institutions in society.

This is achieved through a review of selected legal rules, institutions and processes at the domestic and international level, a demystifying of terminology and a focus on change, effectiveness, dispute resolution and justice.

COURSE STRUCTURE

Part I: The Legal System 40% of course time

Part II: The Individual and the Law 30% of course time

Part III: The Law in Practice 30% of course time

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Research Task In-class extended response The Legal System	Research/Extended Response The Individual and the Law	Yearly Examination All Topics	
	Term 1 , Week 8	Term 2 , Week 9	Term 3 , Weeks 8/9	
	Outcomes assessed P1, P2, P3, P4	Outcomes assessed P5, P6, P7, P8	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

MATHEMATICS ADVANCED

COURSE DESCRIPTION

It is intended to give students an understanding of and competence in some further aspects of mathematics, which are applicable to the real world.

The course is useful for concurrent studies in science and commerce. It is sufficient basis for further studies in mathematics as a minor discipline at tertiary level in support of such courses as the life sciences or commerce. Students who require substantial mathematics at a tertiary level supporting the physical science or engineering should undertake the Extension 1 or Extension 2 courses.

COURSE STRUCTURE

There are two components:

Component A: Understanding Fluency and Communication: 50%

Component B: Problem Solving, Reasoning and Justification: 50%

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Class test Topic: F1	Assignment/ investigation Topic: C1	Yearly Examination Topics: F1, T1, T2, C1, E1, S1	
	Term 1 , Week 9	Term 2 , Week 8	Term 3 , Weeks 8/9	
	Outcome(s) assessed MA11-1 MA11-2 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-5 MA11-8 MA11-9	Outcome(s) assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving Reasoning and Justification	15	15	20	50
Total %	35	25	40	50

MATHEMATICS EXTENSION – 1 UNIT

COURSE DESCRIPTION

The content of this course, which includes the whole of the Mathematics Advanced course, is intended for students who are interested in the study of further skills and ideas in mathematics. The Extension 1 course is intended to give these students a thorough understanding of and competence in, aspects of mathematics including many which are applicable to the real world.

The course is also useful for concurrent studies of science, industrial arts and commerce. It is a recommended minimum basis for further studies in mathematics as a major discipline at a tertiary level, an in support of the physical and engineering sciences. Although the Extension course is sufficient for these purposes, it is recommended that students of outstanding mathematical ability should consider undertaking the Extension 2 course.

COURSE STRUCTURE

There are two components:

Component A: Understanding Fluency and Communication: 50%

Component B: Problem Solving, Reasoning and Justification: 50%

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	Class test Topic: F2,T1,T2	Assignment/ investigation Topic: F1	Yearly Examination Topics: F1, T1, T2, C1, E1, S1	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 8/9	
	Outcome(s) assessed ME11-1 ME11-2 ME11-6 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	Outcome(s) assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communication	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Total %	25	35	40	100

MATHEMATICS STANDARD 2

COURSE DESCRIPTION

The purpose of this course is to provide an appropriate mathematical background for students who wish to enter occupations which require the use of basic mathematical and statistical techniques. The direction taken by the course, in focusing on mathematical skills and techniques that have application to everyday activity, contrasts with the more abstract approach taken by other Stage 6 mathematics courses.

COURSE STRUCTURE

There are two components:

Component A: Knowledge & Understanding: 50%

Component B: Reasoning, interpretative, communicative abilities: 50%

ASSESSMENT SCHEDULE

TASK		SYLLABUS LINKS	WEIGHT.	DUE
1.	Open book examination	MS-S1, MS-A1, MS-F1, MS-S2	30%	Term 1 Week 10/11
2.	Investigation Assignment	MS-S1, MS-A1, MS-F1, MS-S2, MS-M1, MS-A2	30%	Term 2 Week 6
3.	Preliminary Final	All Preliminary Outcomes	40%	Term 3 Weeks 8/9

MUSIC 1

COURSE DESCRIPTION

The study of music allows for the expression of the intellect, imagination and emotion. It also allows the exploration of values and fosters an understanding of continuity and change, as well as the connections between different times and different cultures. The nature of music study also allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world's practice of performers, composers and audiences.

COURSE STRUCTURE

Performance	25%
Composition	25%
Musicology	25%
Aural	25%

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	<ul style="list-style-type: none"> Composition for Film Performance / Aural Reflection 	Core	P1, P3, P4, P5, P7, P9, P10 & P11	30%	Term 1 Week 10-11
2.	<ul style="list-style-type: none"> Performance Viva Voce Listening Test 	Core	P1, P2, P4, P5, P6, P7, P9, P10 & P11	30%	Term 2 Week 9
3.	<ul style="list-style-type: none"> Yearly Exam (Performance, Aural) 	Core	P1 – P11	40%	Term 3 Week 8-9

OUTCOMES

P1: performs music that is characteristic of the topics studied	P7: understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P2: observes, reads, interprets and discusses simple musical scores characteristic of topics studied	P8: identifies, recognises, experiments with and discusses the use of technology in music
P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied	P9: performs as a means of self-expression and communication
P4: recognises and identifies the concepts of music and discusses their use in a variety of musical styles	P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities
P5: comments on and constructively discusses performances and compositions	P11: demonstrates a willingness to accept and use constructive criticism
P6: observes and discusses concepts of music in works representative of the topics studied	

MUSIC 2

COURSE DESCRIPTION

The study of music allows for the expression of the intellect, imagination and emotion. It also allows the exploration of values and fosters an understanding of continuity and change, as well as the connections between different times and different cultures. The nature of music study also allows students to develop their capacity to manage their own learning, work together with others and engage in activity that reflects the real world's practice of performers, composers and audiences.

COURSE STRUCTURE

Performance	25%
Composition	25%
Musicology	25%
Aural	25%

ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT	DUE
1.	<ul style="list-style-type: none"> Composition (Music 1600-1900) Performance 	Core	P1, P3, P4, P5, P7, P9, P10 & P11	30%	Term 1 Week 10-11
2.	<ul style="list-style-type: none"> Performance Theory Test Essay 	Core	P1, P2, P4, P5, P6, P7, P9, P10 & P11	30%	Term 2 Week 9
3.	<ul style="list-style-type: none"> Yearly Exam (Performance, Aural) 	Core	P1 – P11	40%	Term 3 Week 8-9

OUTCOMES

P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble	P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics	P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles	P9: identifies, recognises, experiments with, and discusses the use of technology in music
P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts	P10: demonstrates a willingness to participate in performance, composition, musicology and aural activities
P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations	P11: demonstrates a willingness to accept and use constructive criticism
P6 discusses and evaluates music making constructive suggestions about performances and compositions	P12 demonstrates a willingness to accept and use constructive criticism

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE DESCRIPTION

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

ASSESSMENT SCHEDULE

	<i>Syllabus Weighting</i>	TASK 1 Term 1 Week 9	TASK 2 Term 2 Week 7	TASK 3 Term 3 Exam Weeks 8,9
<i>Type of Task</i> <i>Assessment Component</i>		Core 1 Assessment Task	Video Analysis Assessment Task	Yearly Examination
Knowledge and understanding of course content	40	20	20	
Skills in critical thinking, research and analysis	60	10	10	40
TOTAL	100	30	30	40
Outcomes		P2 P3 P4 P5 P15 P16	P7 P8 P9 P17	P1 P6 P10 P11 P12

OUTCOMES

P1 identifies and examines why individuals give different meanings to health
P2 explains how a range of health behaviours affect an individual's health
P3 describes how an individual's health is determined by a range of factors
P4 evaluates aspects of health over which individuals can exert some control
P5 describes factors that contribute to effective health promotion
P6 proposes actions that can improve and maintain an individual's health
P7 explains how body systems influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
P10 plans for participation in physical activity to satisfy a range of individual needs
P11 assesses and monitors physical fitness levels and physical activity patterns
P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15 forms opinions about health-promoting actions based on a critical examination of relevant information
P16 uses a range of sources to draw conclusions about health and physical activity concepts
P17 analyses factors influencing movement and patterns of participation

PHYSICS

COURSE DESCRIPTION

The study of Physics in Stage 6 aims to enable students to develop an appreciation and understanding of the application of the principles of physics, and of the theories, laws, models, systems and structures of physics. It also enables students to apply Working Scientifically skills processes to examine physics models and practices and their applications.

Year 11 Course Structure and Requirements

Year 11 course (120 hours)	Working Scientifically Skills	Modules	Indicative hours	Depth Studies
		Module 1 Kinematics	60	*15 hours in Modules 1-4
		Module 2 Dynamics		
		Module 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

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

ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Weighting %
	Research and Presentation (Depth Study) Module 1 Kinematics	Practical Investigation and Report Module 2 Dynamics	Yearly Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

SOFTWARE DESIGN & DEVELOPMENT

COURSE DESCRIPTION

The course introduces students to the concept that a computer software solution may well consist of a large number of programs rather than the small scale solutions they have been developing in the classroom. Students study the process of designing a software solution and look at the various approaches used to design & develop software solutions.

COURSE STRUCTURE

Students study 4 areas of designing software, Project management, knowledge and understanding of software design, design and develop software solutions and complete software design projects.

Task number	Task 1	Task 2	Task 3	
Nature of task	Social & Ethical issues poster / presentation	Software project	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 8-9	
Outcomes assessed	P1.1, P1.3, P2.2, P3.1, P6.2	P1.1, P3.1, P4.1, P5.1, P5.2, P6.2, P6.3	All	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	20	20	10	50
Total %	30	30	40	100

STUDIES OF RELIGION

COURSE DESCRIPTION

Religion is an integral part of human experience and a component of every culture. In Australia today, an appreciation of the multicultural nature of society is limited without an adequate understanding of religion, its influence on human behaviour and interactions within a culture.

Studies of Religion explores the diversity of religious expressions and experience and can provide students with the opportunity to increase their awareness and appreciation of and respect for the cultural diversity of Australian society.

COURSE STRUCTURE

(120 Indicative hours)

1. Nature of Religion and Beliefs – 16 hours
2. Religious Tradition Study 1 – 22 hours
3. Religious Tradition Study 2 – 22 hours
4. Religious Tradition Study 3 – 22 hours
5. Religions of Ancient Origin – 22 hours
6. Religion in Australia pre-1945 – 16 hours

ASSESSMENT SCHEDULE

Components	Task 1	Task 2	Task 3	Weighting %
	In class Extended Response Religious Tradition Study	Multimedia Presentation Research Task Religions of Ancient Origin	Yearly Examination All Topics	
	Term 1 , Week 9	Term 2 , Week 8	Term 3 , Week 8/9	
	Outcomes assessed P1, P2, P6, P8	Outcomes assessed P3, P4, P5, P6, P7, P8, P9	Outcomes assessed All Outcomes	
Knowledge and understanding of course content	10	20	10	40
Source-based skills	10		10	20
Investigation and research		10	10	20
Communication of information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

VISUAL ARTS

COURSE DESCRIPTION

The study of Visual Arts in Stage 6 places great value on the development of the students' intellectual and practical autonomy and also the critical judgment and understanding of art in art making and in critical and historical studies of art. It offers a wide range of opportunities for students to develop their ideas and interests in a variety of media that investigates both traditional and contemporary art making practice. This empowers the students to create and engage in all forms of visual communication.

COURSE STRUCTURE

Art Making 50%
Art Criticism & Art History 50%

ASSESSMENT SCHEDULE

TASK No.	Task 1	Task 2	Task 3	
Nature of Task	Submitted Artworks VAPD record of the development of a research based practice	Submitted Artwork(s) exploring theme VAPD – historical / critical research relating to artworks	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P8, P9, P10	
Components				Weighting
Artmaking	20	30		50
Art Criticism and Art History		10	40	50
Total %	20%	40%	40%	100%


BUSINESS SERVICES

COURSE DESCRIPTION


The Business Services Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the business services industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services Version 2							BOSTES Course Code: 2U X 2 YR:26101 4U X 1 YR:26102
TERM	UOC CODE	Unit of Competency	AQF Core/Electiv	BOSTES STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office	
	BSBWOR204	Use business technology	E	E	15	Written task, scenario, observation of practical work, risk assessment	35 hrs Work placement
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile	20% Preliminary Yearly Exam
	BSBCMM201	Communicate in the workplace	E	E	15	Scenario, written task, presentation, role play	
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self-assessment	35 hrs Work placement
	BSBWOR202	Organise and complete daily work activities	E	E	15		
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15		
Term 4	7 HSC UOCs						40% HSC Half Yearly 40% Trial HSC Exam
	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On task	
	BSBITU201	Produce simple word processed documents	E	E	20	Written task, observation portfolio	
Term 5-6	BSBITU202	Create and use spreadsheets	E	E	20	Cluster E: Minding your own Business Written task, scenario, practical work portfolio of evidence	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	BSBINM201	Process and maintain workplace information	E	M	20		
	TLIP2029	Prepare and process financial documents	E	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study	
	BSBIND201	Work effectively in a business environment	E	M	25		
BOSTES requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements			Total hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

CONSTRUCTION

<div>  <div> ULTIMO 90072 CONSTRUCTION ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 </div> </div>							NESA course code 2 U X 2 YR 26201 LMBR UI Code: 11CPC2021132620 1B
NSW GOVERNMENT Education							QUALIFICATION: CPC20211 Certificate II in Construction Pathways Training Package: CPC08 Construction and Property Services v 9.1
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1 001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	100% Preliminary Exam
Term 1/2	CPCCCM10 13A CPCCOHS2 001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3	CPCCCA20 02B CPCCCA20 11A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	
Work place ment	CPCCCM10 14A CPCCCM10 12A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	120	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

HOSPITALITY

ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020							NESA course code 2 U X 2 YR 26511 LMBR code 11SIT20416126 511B 26511
 Education		QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality v1.2					
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC	240 Indicative Hours over 2 years 100 % Prelim Yearly Exam 35 hrs Work placement
	SITXFS A001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	
	SITXW HS001	Participate in safe work practices	C	M	15		
	SITHC CC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFS A002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	
	BSBSU S201	Participate in environmentally sustainable work practices	E	E	10		
	SITHC CC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHK OP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHC CC001	Use food preparation equipment	C	S	20		
	SITXIN V002	Maintain the quality of perishable items	C	E	5		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 120			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

ASSESSMENT CALENDAR TERM 1

WEEK	SUBJECT	TASK	Weighting %
Ongoing	Business services	Written task, scenario, observation	Competency
Ongoing	Construction	Witten Task Clusters, Practical	Competency
Ongoing	Hospitality	Witten Task Clusters, Practical	Competency
5	Community & Family Studies	Task 1	30
6	Ancient History	Oral and Research Presentation	30
6	Biology	Depth Study and Oral Presentation	30
6	Economics	Oral Presentation	30
7	Business Studies	Nature of Business: Research Task	30
7	Info Processes and Technology	Seminar/Research and Presentation	30
7	Modern History	Essay, in class	30
7	Software Design & Development	Social & Ethical issues Presentation	30
7	Software Design & Development	Algorithms and software Project	30
8	Chemistry	Depth Study Research and practical	30
8	Chinese Year 11	Listening & Responding	10
8	Chinese Year 11	Writing	15
8	Engineering Studies	Engineering Report	20
8	English EAL/D	Reading and Writing	30
8	IT: Timber & Furniture	Industry Case Study Report	20
8	Legal Studies	Research/In-class Extended	30
9	Advanced English	Writing Portfolio and Reflection	30
9	Mathematics Advanced	Class test	35
9	PDHPE	Task 1	30
9	Physics	Research and Presentation Depth	30
9	Standard and Advanced English	Writing Portfolio and Reflection	30
9	Standard English	Writing Portfolio and Reflection	30
9	Studies of Religion 2 unit	In class extended response	30
10	English Extension 1	Imaginative Response	30
10	Extension English	Imaginative Response	30
10	Geography	Research Task	20
10	Mathematics Extension 1 Unit	Class test	25
10	Visual Arts	Artworks / VAPD development of	20
10,11	Mathematics Standard 2	Open book Examination	30
10,11	Music	Composition for Film / Performance	30

ASSESSMENT CALENDAR TERM 2

WEEK	SUBJECT	TASK	Weighting %
Ongoing	Business Services	Written task, scenario, role play	Competency
Ongoing	Hospitality	Written Task Clusters, Practical observation & Presentations	Competency
6	Biology	Research/Practical Investigation	30
6	Mathematics Standard 2	Investigation assignment	30
7	Ancient History	Research Essay (Historical Investigation)	30
7	Engineering Studies	Braking Systems Research	40
7	English EAL/D	Extended Response	30
7	Modern History	Research Presentation	30
7	PDHPE	In Class Quiz	30
8	Chemistry	Depth Study – Research and Presentation	35
8	Industrial Technology Timber & Furniture	Preliminary Project	40
8	Info Processes and Technology	Project management tools and solution for ICT system	30
8	Mathematics Advanced	Assignment/Investigation	25
8	Software Design & Development	Software Project	30
8	Studies of Religion 2 unit	Multimedia Presentation Research task	30
9	Advanced English	Multi-modal Presentation	40
9	Advanced English	Multi-modal Presentation	40
9	Extension 1 English	Multi-modal TED Talk	40
9	Extension English	Multi-modal TED Talk	40
9	Legal Studies	Research/extended response	30
9	Music	Performance / Viva Voce / Listening Test	30
9	Physics	Practical Investigation and Report	40
9	Standard English	Critical Essay	30
9	Standard English	Critical Essay	30
10	Chinese Year 11	Reading & Responding	25
10	Chinese Year 11	Spoken exchanges	5
10	Chinese Year 11	Written exchanges	5
10	Community & Family Studies	Task 2	30
10	Mathematics Extension 1	Assignment/Investigation	35
10	Visual Arts	Artwork(s) / VAPD – historical / critical research relating to artworks	40

ASSESSMENT CALENDAR TERM 3			
WEEK	SUBJECT	TASK	Weighting %
Ongoing	Construction	Written Task Clusters, Practical observation & Presentations	Competency
2	Economics	Research Task	30
2	Geography	Senior Geography Project	40
4	Business Studies	Small Business Planning	40
7	Standard English	Multi-modal Presentation	40
8	Advanced English	Critical Study of Text	30
8	Extension English	Yearly Examination	30
7,8	Chinese Year 11	Listening & Responding	10
7,8	Chinese Year 11	Reading & Responding	15
7,8	Chinese Year 11	Writing in Chinese	15
8,9	Ancient History	Yearly Examination	40
8,9	Biology	Yearly Examination	40
8,9	Business Services	Yearly Examination	20
8,9	Business Studies	Yearly Examination	30
8,9	Chemistry	Yearly Examination	40
8,9	Community & Family Studies	Yearly Examination	40
8,9	Economics	Yearly Examination	40
8,9	Engineering Studies	Yearly Examination	40
8,9	English EAL/D	Yearly Examination: Multi-modal Pres.	40
8,9	Geography	Yearly Examination	40
8,9	Info Processes & Technology	Yearly Examination	40
8,9	IT: Timber & Furniture Industries	Yearly Examination	40
8,9	Legal Studies	Yearly Examination	40
8,9	Mathematics Advanced	Yearly Examination	40
8,9	Mathematics Extension 1	Yearly Examination	40
8,9	Mathematics Standard 2	Yearly Examination	40
8,9	Modern History	Yearly Examination	40
8,9	Music	Yearly Exam (Performance, Aural)	40
8,9	PDHPE	Yearly Examination	40
8,9	Physics	Yearly Examination	30
8,9	Software Design & Development	Yearly Examination	40
8,9	Studies of Religion 2 unit	Yearly Examination	40
8,9	VET Construction	Yearly Examination	100
8,9	VET Hospitality	Yearly Examination	100
8,9	Visual Arts	Yearly Examination	40

GLOSSARY OF KEY WORDS

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

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 judgment 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 from; to note differences between
Evaluate	Make a judgment 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 (e.g. 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

ASSESSMENT PLANNER–YEAR 11 2019

WEEK	TERM 1	TERM 2	TERM 3
1.			
2.			
3.			
4.			
5.			
6.			
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11.			