



# HSC Assessment Handbook

2016/2017



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# TRINITY CATHOLIC COLLEGE LISMORE

## ASSESSMENT POLICY FOR HSC COURSE

2016 / 2017

### Why do Schools need to have an Assessment Policy?

The School Assessment Policy has been designed so that no student can be advantaged or disadvantaged by the school's system of assessment for the Higher School Certificate. Assessment at Trinity Catholic College encourages progressive development of skills and knowledge while ensuring:

- Consistency across subjects and courses;
- Fairness in marking and reporting;
- Co-ordination of the assessment program to ease the load on students

The School Assessment Policy reflects the concern of this community with justice and the dignity of each person.

Internal school assessment plays an important role in assessing overall student achievement in a HSC course by:

- assessing student achievement of a wider range of syllabus outcomes than may be measured by the external examination;
- assessing outcomes that are more easily assessed in settings other than the HSC exam, eg. Fieldwork;
- providing multiple opportunities for students to demonstrate their achievements;
- providing different ways, other than approaches used in the HSC exam, for students to demonstrate their achievement.

## RATIONALE

The Board of Studies requires all Stage 6 students to be assessed in all courses presented for the HSC examination.

The Board also recommends that a modified assessment program be followed as part of the requirements of the Preliminary Course.

Satisfactory completion of the Preliminary Course is a pre-requisite for entry into a HSC Course.

The information from the Board of Studies indicates that for the award of a Year 11 Record of Achievement (at the end of Year 11) or a Higher School Certificate, students must:

- (a) attend school for the required period of time
- (b) study the pattern of courses required by the Board for the required time
- (c) have a satisfactory record of attendance and application in their studies
- (d) complete the requirements for a sufficient number of courses, including practical, oral or project works

- (e) complete assessment requirements for a sufficient number of courses; and
- (f) sit for and make a serious attempt at the Higher School Certificate examination in a sufficient number of Board Developed courses, in compliance with the examination rules.

## **CURRICULUM REQUIREMENTS FOR THE HSC**

The Higher School Certificate (HSC) is a Certificate issued by the Board of Studies.

**To be eligible for the Higher School Certificate a student must:**

- study a combination of courses, which meet the requirements of the HSC;
- complete a Preliminary Course of study in an approved combination of subjects;
- complete the requirements for each course;
- have a satisfactory record of attendance and application in their studies;
- sit for an make a genuine attempt at the HSC exam;
- meet the following:

Student must have:

- Studied a minimum of 12 units in the Preliminary Course;
- Studies a minimum of 10 units in the HSC Course.

**Both the Preliminary and HSC Courses must include at least:**

- Six units from Board Developed Courses
- Two units of Board Developed Courses in English
- Three courses of 2 unit value or greater
- Four subjects
- At most, six units of Science courses

Trinity Catholic College students must include Studies of Religion or Catholic Studies.

### **HSC: ALL MY OWN WORK**

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work. This requirement excludes students who are only entered for Life Skills courses.

# NON COMPLETION OF COURSE REQUIREMENTS AND POSSIBLE “N” DETERMINATION

## Course Completion Criteria

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

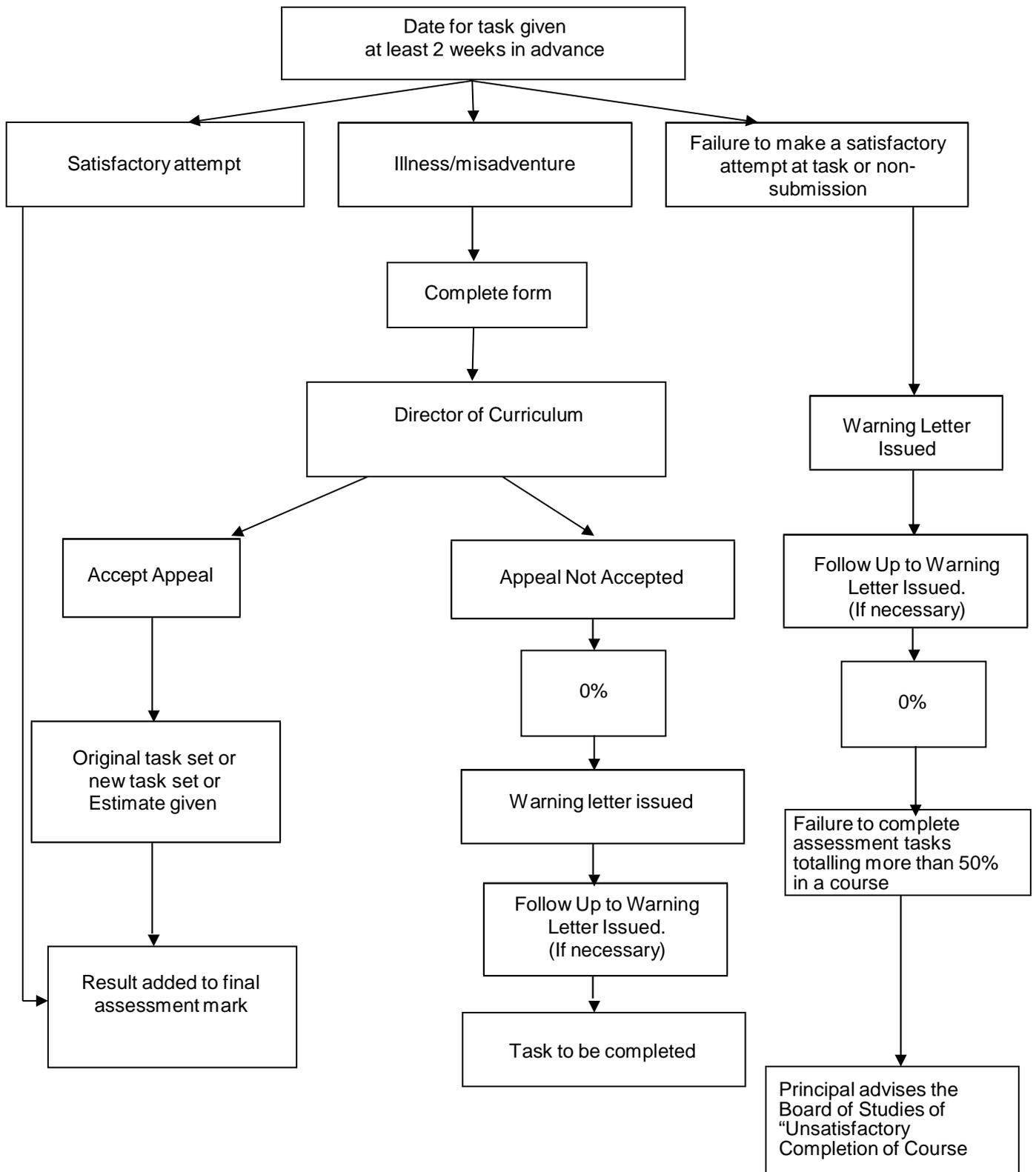
- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of Achievement and may affect 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.

Depending upon the number of units and pattern of courses a **Higher School Certificate** student is presenting, an ‘N’ determination in a single course may impact on the student's eligibility for the award of the Higher School Certificate. If the student is not eligible for a Higher School Certificate, the Record of Achievement will list only those courses satisfactorily completed.

# FLOW CHART FOR THE “N” DETERMINATION

*(unsatisfactory completion of course)*



# ASSESSMENT TASKS

## COMMENCEMENT OF ASSESSMENT TASKS

Assessment for the HSC Course will not commence until after the completion of the Preliminary Course.

## NOTIFICATION OF ASSESSMENT TASKS

The Director of Curriculum will provide an Assessment Task Calendar for all subjects each term. Students should **check** that all details and subjects are recorded on these calendars.

A draft assessment calendar is given in the pages that follow. Please note that tasks can vary by up to two weeks due to events on the calendar and the 2017 timetable not being finalised.

Students will also be provided with a Notification of Assessment at least two weeks prior to a task. This notification will give the type of task, the due date, the outcomes assessed, the weighting of the task etc.

## FEEDBACK ON COMPLETED TASKS

Once an assessment task is marked / graded, it will be returned to the student with a mark and/or a grade and with meaningful written feedback in relation to the outcomes assessed. In addition, students will be informed of their rank on the task.

A result on the task can only be queried for a one-week period after returning the task to the students. If a student is absent or does not check their task, then they cannot appeal the mark/grade.

Progressive rankings will be provided to students at regular intervals in the HSC Course, with care being taken at all times not to infringe on the privacy of students in the course.

In most cases, students will have their tasks returned within a period of two teaching cycles. This is to ensure the feedback on the task is meaningful.

Individual tasks may be scaled / mapped. The scaling / mapping process will not affect the ranking of students on individual tasks.

## PROCESS FOR LATE SUBMISSION OF TASKS

If an assessment task is not submitted on the due date a 100% penalty will apply unless an Illness / Misadventure Appeal has been submitted and approved.

For each assessment task not submitted in a course of study:

- A warning letter will be posted out as soon as teacher notifies the Office of Student Learning that a task has not been submitted. Warning letters will be issued so that there is sufficient time for the student to address the issues in the letters.
- The student will be given **10 days** to get the task submitted.
- A follow-up warning letter will be issued as soon as it becomes apparent that the problem outlined in the initial letter has not been rectified. Students will be given a further **5 days** to rectify the problem.

**Initial warning letters and follow-up letters will be issued for two tasks prior to making an 'N' determination in a course of study (ie four letters in total).**

ALL tasks must be submitted even if they will be awarded zero. This is necessary to comply with the course completion criteria (see above). Those tasks will be marked for formative feedback.

**Note: Warning letters need not be limited to 'assessment tasks' and can include home or class work and other assignments, for example:**

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Percentage weighting (if applicable)</i>	<i>Original due date (if applicable)</i>	<i>Action required by student</i>	<i>Revised date to be completed by (if applicable)</i>
<i>Eg. Oral presentation on advertising techniques</i>	<i>20%</i>	<i>30/04/2016</i>	<i>Present oral task. Time to be negotiated with teacher</i>	<i>28/05/2016</i>
<i>Eg. Written responses to questions on novel studies</i>	<i>N/A</i>	<i>11/05/2016</i>	<i>Submit written responses to novel questions</i>	<i>4/06/2016</i>

# ABSENT FROM COLLEGE ON THE DUE DATE OF AN ASSESSMENT TASK

If you are unable to be at school on the day and you know about this beforehand you must submit an Extension form (available from the Office of Student Learning). This extension must be given to the Office of Student Learning at least one day BEFORE the task is due. No extensions will be granted on the day the task is due.

## Acceptable reasons for an extension include:

Illness	eg: <i>medical evidence</i>
Misadventure	eg: <i>police report</i>
Injury	eg: <i>medical evidence</i>
Sport	eg: <i>documentation for events other than school sport</i>
Travel	eg: <i>booking confirmations</i>
Bereavements /Funerals	eg: <i>funeral notice</i>
Others at the discretion of the school	

## Unacceptable reasons for extensions include:

Attendance at concerts  
Shopping trips Birthdays  
Driving tests  
Picking relatives or friends up from the airport  
Short illness during a long-term task  
Work commitments  
Comforting friends  
Parties  
Feeling tired  
Computer difficulties

If you are **unable to attend school on the day that the assessment task is due** because of Illness or Misadventure:

- Arrange for the assessment task to be delivered to the Office of Student Learning on the day it is due.

If this is not possible then:

- the student's parent/guardian must contact the Office of Student Learning on 6627 6603
- The student must submit an Illness/Misadventure form on the next day you return to school. Appropriate documentation will need to be attached to this form. If Illness you must submit a certificate/statement from a health professional and if Misadventure appropriate independent documentation must be attached.
- The task must be handed in to the class teacher on the day it is due. If you are handing in the task after the due date it **MUST** be handed in to the Office of Student Learning.
- A student who turns up late at school to complete a task without having followed the above procedure will be penalised according to the policy for late submission of tasks.

## Consequences for non-submission of tasks:

A range of consequences may apply for non-submission of tasks:

- Zero marks recorded for that assessment task
- Possible ineligibility for HSC
- Extremely poor results which may impact on further study and/or employment
- Parents/guardians contacted by the College administration
- Class teachers and/or Heads of Department may organise "catch up" time after school or at lunch times

## UNFAIR ADVANTAGE

A student is required to be at school for a full school day on the day of an Assessment task. For example: a student who has an Assessment task in an Off-line class at 3.30pm that day or during Period 5, is required to be at school in the morning for a normal school day. If the student is arriving at recess or lunchtime on the day of the task, then he/she must follow the procedure set down for Absent from College on the date of an Assessment task.

A student who is absent from school the day before a task is due will require a note from home confirming the reason for absence. If this pattern continues the student and their parents / carers will be required to explain the absences to the Principal.

## STUDENT RESPONSIBILITY

It is the student's responsibility to complete all assessment tasks to the best of his or her ability.

If a student is unable to attend school on the day of a scheduled assessment task or in class test he or she must:

- phone the Office of Student Learning on 6627 6603 by 9.00 am and explain the problem on that day (a Doctor's Certificate or other suitable documentation may be required); then
- report to the Office of Student Learning at 9.00 am on the next day of attendance to complete the task or substitute task.

If the student is unable to bring a hand-in task to school on its due date he or she must:

- phone the Office of Student Learning on 6627 6603 by 9.00 am and explain the problem on that day;
- try to send the task to school with some other person; or
- submit the task in advance.
- Contact the teacher of the subject to check if emailing the task will be acceptable

**NOTE:** email submission will not always be accepted as they do not always send or arrive. Emails can be blocked by our system. (See ICT policy for further detail on this).

*Students cannot submit a misadventure appeal based on failure of an email delivery.*

### **Assessments and Backups:**

Failure of hardware or software will not be deemed as an acceptable reason for late submissions of an assessment task. It is the student's responsibility to make a backup of their school work and personal files. The ICT staff are not responsible for the loss of these files when fixing a computer problem. (From ICT policy).

## APPEALS AGAINST ASSESSMENT MARKS / GRADES

At times students will want to appeal their awarded mark and / or grade on an assessment task. The following appeals procedure may also be employed in circumstances involving lateness of submission of the task, non-serious attempt by a student, or perceived instances of cheating or other forms of malpractice.

- Appeals by students need to be lodged in writing within one week of the return of the assessment task with the Head of Department of the subject.
- The College will provide support to those students seeking an appeal if approached.
- Appeals meeting the conditions above will be reviewed within two weeks of being received.
- The review will primarily be dealt with by the Head of Department concerned with support from the Assistant Principal Learning and Teaching.
- The review will focus on the conditions of the assessment task – eg. marking has taken place in accordance with the marking criteria; etc..
- The Head of Department will ensure fairness and equity in dealing with all cases of appeal.
- The Head of Department will liaise with the Director of Curriculum throughout the appeal process, and will provide written confirmation of the outcome of the appeal within one week of the commencement of the review.
- The appellant (student) will receive feedback in writing from the Director of Curriculum in relation to their appeal following the appeals procedure.

### **Responsibilities of:-**

- **Student seeking Appeal (Appellant)** – lodge an appeal in writing with the relevant Head of Department within one week of receiving their mark / grade / feedback. The appeal must state all reasons to be considered in the appeal / review process.
- **Head of Department** – to inform the Director of Curriculum of students seeking appeals and to provide copies of appeal letter. To conduct appeal / review ensuring fairness and equity. To provide written confirmation of the outcome of the appeal to the Assistant Principal Learning and Teaching.
- **Director of Curriculum** – to ensure appeals process is carried out in the required timeframe and that the student is informed of the outcome of the appeals process.

## DETERMINATION OF INVALID ASSESSMENT TASKS

In some circumstances it is necessary to deem an assessment task as invalid. Invalidity of an assessment task is considered as most serious and is only employed when aspects of the task render it unreliable and unable to provide reliable statistical data in relation to student performance.

*‘Any disputes over an individual task must be resolved at the time the task is returned’* (Accreditation and Certification Manual, Board of Studies, October 2002, pg 162). In this situation the ‘Appeals Against Assessment Marks / Grades’ will take effect.

Situations involving other influences (eg. conditions for the conduct of the assessment; teacher disagreement over task design and / or marking; inequity in task provision; etc..) should be dealt with directly following the task. Heads of Department will be responsible for ensuring these influences are minimised. In the event of these influences affecting the task, a time period of one month following the sitting of the task will be allowed to determine the effect on the task.

Heads of Department will be responsible for liaising with their staff and with the Director of Curriculum in circumstances involving assessment tasks producing invalid or unreliable results.

If a task is deemed invalid, *“the marks gained by the students will not be discarded.”* (Accreditation and Certification Manual, Board of Studies, October 2002, pg 152). They will be utilised in the process of re-assessing students. The Director of Curriculum, the Head of Department involved, and teachers directly involved in the task will devise processes for re- assessment of students.

# EXAMINATION PROCEDURES

## INFORMATION FOR STUDENTS

- Students must be on time for examinations. If a student is ill or absent for some other reason on the day of an examination the **parents / carers must ring the Office of Student Learning on 6627 6603** as early as possible on that day, followed by appropriate written official documentation. Some examples include:
  - \* Medical Certificate
  - \* Police Report, if accident
  - \* Funeral notice for immediate family member
- Students will also have to fill out an Illness Misadventure Form which is available from the Office of Student Learning.
- **Students are not to make appointments or book holidays out of school vacation time during examination time.**
- Students will be admitted up to half an hour after the start of the examination, with **no** extra time allowed.
- Students will **not** be allowed to leave an examination early.
- Each student must bring all equipment required for an examination to the examination. Borrowing equipment will **not** be permitted. Only equipment required for the examination will be taken into the room in a clear plastic bag (not a pencil case). No textbooks or notes are allowed in the examination room. Students are to check with their class teachers for the specific equipment requirements for certain subjects; eg Visual Arts. Only Board of Studies approved calculators, out of their hard case, will be permitted in the examination room.
- No student is permitted to talk after entering the room. Talking after the examination has commenced will be classified as **cheating** and will score zero. Silence is to be maintained until students leave the examination room.
- Any student causing a disruption in an examination will be removed from the room and sent to the Director of Curriculum or the Assistant Principal – Senior School.
- Any student caught cheating during an examination will score zero for that examination.
- Mobile phones or any electronic devices are not to be taken into an examination room. If mobile phones are found on students in exams it will be constituted as cheating and will result in a zero score.
- If anything is required in the examination the student is to put up his / her hand and ask the supervising teacher.

***If students do not turn up for the examination and they have not followed correct procedures as stated above, they will receive zero for that examination.***

# ILLNESS / MISADVENTURE

## INTERNAL COLLEGE EXAMINATION APPEALS DUE TO ILLNESS OR MISADVENTURE

All illness / misadventure appeal submissions must be returned and discussed with the Director of Curriculum. You are not to just drop them off at the Office of Student Learning.

## EXTERNAL EXAMINATION APPEALS DUE TO ILLNESS OR MISADVENTURE

The Board of Studies' Illness / Misadventure Appeal program assists students who:

- are prevented from attending an examination (including a practical examination) due to illness or unforeseen misadventure, or
- consider that their performance in an examination has been affected by illness or misadventure immediately before or during the examination.

If either of the above categories applies to you and your examinations, you will need to complete an Illness / Misadventure Appeal form that you will need to collect from the Office of Student Learning. Before you complete the form you should read the following information carefully.

### You cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during Year 12
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination
- the same grounds for which you received special examination provisions, unless you experience additional difficulties during an examination
- misreading the examination timetable. If you miss an examination, or arrive late to an examination because you misread the timetable
- misreading examination instructions
- failure to enter for the examination in the correct course
- illness and / or misadventure in a course which is undertaken as a self-tuition student
- other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations

**If you have any questions, please seek advice from the Director of Curriculum.**

### Attendance at Examinations

If you feel ill during an examination you will need to let the Examiners know.

You are not expected to attend a College examination session against specific medical advice. If you cannot attend an examination (including a practical examination) because of illness or misadventure, you must notify the Office of Student Learning immediately.

## Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your appeal. The documentation you provide must be current, specific to the date and time of the examination, and submitted with the appeal form. You should seek independent evidence on the same day, either immediately before or after each examination for which you are appealing.

## Completing the Appeal Form

All appeals must be submitted on the Illness/Misadventure Appeal form available from the Office of Student Learning.

You must provide **INDEPENDENT** written evidence specifying the dates on which your illness or misadventure occurred. This documentation must be dated at the time of the examinations. You are advised to seek independent evidence on the same day, either immediately before or after each examination in which you are appealing.

In the case of illness, you will need to get a medical certificate. The statement should outline the nature, effects and implications of your illness for your examination presentation. Note that a medical certificate that merely states that you were unfit for work or study is **not** acceptable.

In the case of misadventure, a police officer, counsellor or other appropriate professional person should write a statement. Again, it should outline the nature, effects and implications of your misadventure on your examination presentation.

## Submitting your Appeal Form

The Appeal form needs to be submitted to the Director of Curriculum.

## Closing Date

Your Appeal will need to be submitted within **ONE WEEK** of the examination on which the Appeal is based.

# SPECIAL PROVISIONS

Students who have special examination support needs may be granted Special Provisions that assist them to perform at the best of their ability in an examination and overcome the disadvantage they have.

This may relate to a medical condition, vision impairment, hearing loss, and psychological condition or to a learning difficulty.

Special Provisions may provide extra time, rest breaks or the use of a scribe or reader. Applications must be made to the Board of Studies for approval and appropriate documentation must always support the application.

Please contact Mrs Narissa Phelps if you have any questions or wish to discuss Special Provisions further.

## **AWARD PRESENTATION**

End of course awards will be presented to Year 12 students on the last Thursday of Term 3 at the Farewell Assembly. To be eligible for a first in course award a student must be enrolled to sit for the HSC examination in Term 4.

The College holds the HSC High Achiever Awards ceremony at the beginning of Term 1 following the completion of the HSC course.

## **PRELIMINARY AND HSC SCHOOL REPORTS**

### **Preliminary Course**

Students will receive two formal reports during this course. A Semester 1 report will be issued in Term 2. A second report will be issued at the end of the Preliminary Course. This report will contain information using all assessments for the Preliminary Course.

### **HSC Course**

Students will receive a school report in Term 2 after the Mid-Course examinations. This report will contain assessment results up to and including tasks ending Term 1.

The final school report will be issued at the completion of the HSC, i.e. end of Term 3 and will contain assessment results for Term 2 and Term 3 of the HSC Course.

# PLAGIARISM POLICY

## RATIONALE

Trinity Catholic College Lismore is committed to the achievement of academic excellence and the fostering of civil and social responsibility in its students. Part of this process is recognising the intellectual property rights of others and accepting that the act of plagiarism is academic dishonesty, as well as an ethical offence, which undermines a trusting educational environment and impedes students' personal growth and development. A student who plagiarises is dishonest with his or her teachers, peers and themselves. Trinity Catholic College Lismore wishes all students and parents to know that plagiarism is NOT acceptable behaviour at this College. The NSW Board of Studies and its All My Own Work program support the College's plagiarism policy.

## POLICY

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original. Any violations of this policy will have serious consequences.

Any student who aids another student to commit an act of plagiarism as defined below shall also be regarded as having committed an act of plagiarism.

## DEFINITION OF PLAGIARISM

*Plagiarism* is defined as both the intentional and unintentional stealing and passing off of material as one's own, when it actually comes from another source. This source may include ideas and words (written or oral), graphic, photographic or digital images, music, sound or musical notation, construction, design, human movement, dramatic representation or presentation or any other piece of work expected to be original. This includes any electronic material that is copied and pasted as well as the retrieval of research papers or any other documentation from the Internet.

## EXAMPLES OF PLAGIARISM

It is plagiarising when, for example, any of the following occur, even unintentionally:

- Handing in someone else's work (parent, friend, tutor, etc.) and claiming ownership.
- Copying the work of another student (with or without their knowledge) and claiming ownership by submitting the work as original.
- Producing assignments in conjunction with other people (e.g. another student or tutor, etc.), which are supposed to be the student's, own independent work.
- Paraphrasing material from a source without proper acknowledgement, referencing or citation. This includes commentaries in study guides.
- Using plots, characters, theories, opinions, concepts or designs from sources such as short stories, novels, television programmes, films, etc. and present them as original work without properly attributing them.
- Piecing together different sections of the work of others into a new whole, i.e. 'cutting and pasting', especially from the Internet or CD-ROM encyclopaedias, etc.
- Failing to indicate with quotation marks that another person's exact written words or symbols have been copied, regardless of how few words or symbols were used.
- Failing to name a person whose exact words are used in an oral report, or indicating by verbal inflection that someone else is being quoted.
- Failing to provide a comprehensive bibliography for a project that requires research.
- Buying or obtaining a paper from an Internet research service or 'paper mill' and handing it in as original work.
- Buying an assignment from a past student and using it as your own work

## HOW TO AVOID PLAGIARISM

Here are some techniques to help students know when they are plagiarising and to help them avoid plagiarism in the first place. Students should familiarise themselves with these techniques:

- Learn how to manage time so there is no need to panic and feel plagiarism is the only alternative.
- Learn the SIX steps of the Information Process—Defining, Locating, Selecting, Organising, Presenting and Evaluating—to break down your assignments into manageable segments.
- **Don't allow others to copy your work, as you will be an 'accessory to the crime' and penalised as well.**
- Do not hand in someone else's work as your own—**EVER**.
- Learn Trinity Catholic College's accepted method of referencing and constructing bibliographies. These referencing is shown over the page. A pamphlet is available from both libraries which shows how to legitimately use the work of others to enhance assessment work by explaining how to:
- Properly construct a bibliography of all the sources used in an assignment—called 'end-text referencing'.
- Properly use direct and indirect quotations in an assignment—called 'in-text' referencing.
- Be aware of Australian copyright guidelines.
- When taking notes from any source, always copy down the bibliographic information immediately so that the source can easily be acknowledged when writing the assignment later.
- When writing a quotation in any note-taking, make sure it has quotation marks around it, so it can later be identified as a quote and **not** your own words.
- Separate your ideas from others' as you are taking or making notes. You may use brackets or different coloured pens to separate your comments from the author's words.
- Learn how to legally paraphrase. Look up note taking methods. Use a thesaurus.
- Learn how to effectively synthesize information into something that is the student's own work.

There are many excellent writing sites on the Web.

- *HSC: All My Own Work, NSW Board of Studies*

The NSW Board of Studies program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. <http://amow.boardofstudies.nsw.edu.au/index.html>

## PROCESSES FOR DEALING WITH PLAGIARISM / CHEATING

- Class teacher identifies possible plagiarism in student's assignment or assessment task. The teacher by either actually reading through the task or applying a software package to any task that is submitted electronically could do this.
- Class teacher attempts to identify source of plagiarism.
- The student is interviewed and an official letter is distributed stating the task, the evidence and the consequences of the plagiarism

## FORMAL REVIEW OF PLAGIARISM AND PROCEDURAL FAIRNESS

- The student accused of plagiarism is entitled to a fair hearing as part of procedural fairness.
- The student who denies their guilt is entitled to a Formal Review of their charge of plagiarism.
- The Head of Department and Director of Curriculum conducts the Review.
- The student is entitled to have a parent present at the Review.
- The Review should follow the pattern below:
  - \* The reasons for suspecting plagiarism outlined and, where appropriate, evidence supplied.
  - \* The student and/or parent are allowed to reply to the allegations.
  - \* Questions should be asked, where required, clarifying any issues on both sides.
  - \* The student is told they will be advised of the Formal Review decision in writing.

If appropriate, official RoSA, Preliminary or HSC Warning Letters may need to be issued with copies to the relevant Subject and Head of Department.

## CONSEQUENCES OF PLAGIARISM

All tasks that have evidence of plagiarism will receive zero and the student must re-submit the task.

## CONCLUSION

This policy has been developed for the protection of the vast majority of students of Trinity Catholic College Lismore who observe the guidelines for honest authorship and for the protection of our academic community's integrity.

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**Source:** Parts of this document is based on the Australian International School, Singapore, *Plagiarism Policy*, Corinda State High School Plagiarism Policy, Queensland and the work of Jennifer King at Brisbane School of Distance Education and Brigidine College, Queensland. Reference is also made to the NSW Board of Studies HSC: *All My Own Work* program

# REFERENCING

## WHAT IS REFERENCING?

Referencing is acknowledging sources of information that you have used in preparing your assignments. References can be **end-text** references: these are called a bibliography or **in-text** reference. There are many styles of referencing; the style used at Trinity Catholic College is the Harvard system. The information in this guide will help you prepare both forms of references using the Harvard system.

## END OF TEXT OR BIBLIOGRAPHY

### What is a bibliography?

A bibliography is a list of the sources – books, magazines, newspapers, encyclopaedias, websites, DVD's, videos and interviews you have used to prepare a piece of work.

### Why do we include a bibliography?

Bibliographies allow you to acknowledge the sources of information used in your assignments and allow people who read your work to consult your source, if they wish. Markers of your work can check that you work has not been **plagiarised** (copied) from someone else's work. The person marking your work can also see that you have used a variety of sources to complete your assignment.

BOOKS	BIBLIOGRAPHY EXAMPLE
SINGLE AUTHOR	Chubbuck, I. (2005). <i>The power of the actor</i> . Sydney: Currency Press.
2 OR MORE AUTHORS	Haines, T. & Chambers, P. (2005). <i>The complete guide to prehistoric life</i> . London: BBC Books.
NO AUTHOR	<i>The Bible, the really interesting bits!</i> (1999). Sutherland: Albatross
EDITOR	Healey, J. (ed).2007. <i>Teen Health</i> . Spinney Press: Sydney
WEBSITES	Ward, P. 2001, "Cool Antarctica: Antarctica fact file". Retrieved 19 November, 2007 from <a href="http://www.coolantarctica.com">http://www.coolantarctica.com</a>
MAGAZINES	Teague, M. (2007). While the King sleeps: democracy stirs in Tonga. <i>National Geographic</i> , Nov. 2007. Vol. 212 No. 5. pp. 58 – 75.
NEWSPAPER ARTICLE	Maddox, G. (2007). TV for young people akin to child abuse. <i>Sydney Morning Herald</i> , November 15, 2007. p. 3
REFERENCE BOOKS (Dictionaries, Encyclopaedias & Handbooks)	<ul style="list-style-type: none"> <li>• <i>Macquarie Dictionary</i> (1988). Sydney: Macquarie Library.</li> <li>• <i>The World Book Encyclopaedia</i> (2005). Chicago: World Book.</li> <li>• Barry, R. (2002). <i>The Law Handbook</i>. Australia: Redfern Legal Centre Publishing.</li> </ul>
VIDEO/DVD	Frontline. (video recording). (2004). Sydney: Frontline Television.
PERSONAL COMMUNICATION	Only cite information from an email if it was addressed to you personally, and you have the sender's permission to quote from it.
INTERVIEWS	Brown, J. (World War II veteran) Casino Nursing Home. Interviewed 18 April, 2001

## IN-TEXT REFERENCING

### What is an in-text reference?

An in-text reference refers to direct quotes, facts, or figures, ideas, definitions that you have used in your assignment. These are cited in the body of your assignment.

BOOKS	IN-TEXT EXAMPLE
SINGLE AUTHOR	"The better you know yourself, the better an actor you'll be" (Chubbuck 2005, p.2)
2 OR MORE AUTHORS	Haines & Chambers (2005, p.26) says .....
NO AUTHOR	In <i>The Bible: the interesting bits</i> (1999) it was claimed .....
EDITOR	From the 2001 National Health Survey(Healey 2007, p.10).....
WEBSITES	"Antarctica is 1.4 times bigger than the USA" (Ward, 2001)
MAGAZINES	"There's a movement afoot among Tongan commoners"(Teague 2007)
NEWSPAPER ARTICLES	..... from the <i>Sydney Morning Herald</i> (19 November 2007, p.3)
ENCYCLOPAEDIAS	The <i>World Book Encyclopaedia</i> (2005, p. 55) defines Hanukkah as.....
VIDEO/DVD	(Frontline, 2004)
INTERVIEWS	Mr Brown(2001) recalls from his experiences.....

# RESPONSIBILITIES

## RESPONSIBILITIES OF STAFF – HIGHER SCHOOL CERTIFICATE ASSESSMENT

### 1. **Assessment Calendars**

It is expected that teacher of courses in Year 12, schedule assessment tasks on the assessment calendars as per the details in the Assessment Handbooks. Tasks not submitted for inclusion on the calendars will not have official Assessment Task status.

### 2. **Design and Implementation of Assessment Tasks**

Teachers need to design well-constructed assessment tasks. Tasks involving more than one class and / or one teacher need to be designed collaboratively to ensure all teachers are satisfied with the content and implementation of the task. Teachers need to 'sign off' on the completed task prior to the provision of the task to students. Heads of Department are responsible for overseeing these procedures and for keeping a record of assessment task 'sign off' sheets.

### 3. **Provision of Assessment Task Details**

Teachers will ensure students are issued with details of their assessment tasks at least two weeks prior to the scheduled date for the task. Details should include how the students will be marked on the task, the weighting of the task, the expected content and length of the task, the presentation format expected in the task, and the due date of the task. The syllabus outcomes pertaining to the task should be provided and discussed with the students in order for them to have a full understanding of the task.

### 4. **Issue of Assessment Cover Sheet**

Students are expected to complete an Assessment Cover Sheet for tasks which require submission to the teacher. Teachers are expected to provide students with a receipt for their submitted task.

### 5. **Complete Assessment Tasks as per Assessment Calendar**

Teachers are expected to complete assessment tasks as per the scheduled times on the Assessment Calendars. If a problem exists in relation to the scheduled time for an assessment task, teachers must negotiate a new time for the task with their students. Following this negotiation, consultation needs to take place with the Office of Student Learning and the Head of Department. When a new date is resolved for the task, students need to be informed in writing and a record of student responses kept on file. Written notification to students can occur via email. If an email is used, teachers need to keep a copy of the email on file. The Assessment Calendar on the College Intranet will be updated to reflect the change in date for the task.

### 6. **Student Absence from Tasks**

Teachers are responsible for forwarding 'missed' assessment tasks (i.e.) in-class assessments) for absent students to the Office of Student Learning directly after the provision of the task. 'Missed' assessment tasks should be identified clearly with the student's name, teacher, details of the task (time allowed, resources allowed to used, etc.). The Office of Student Learning will be responsible for determining penalties for missed assessment tasks and for ensuring students complete tasks directly after their absence from the College.

In the event of students being absent from the College on the day a task is due, class teachers are expected to keep a record of attendance and submission of tasks. The names of students who notify the College of their absence will be communicated by email to class teachers.

## **7. Provision of Feedback to Students**

Teachers are responsible for devising appropriate procedures for marking, recording and reporting students' performance on all assessment tasks. Students should receive clear and meaningful feedback on their performance. This feedback should indicate a student's attainment in the task relative to the outcomes being assessed.

Teachers have a responsibility to assess each student's actual performance, not potential performance. Assessment marks / grades must not be modified to take into account possible effects of illness or domestic situations. In exceptional circumstances these situations may be resolved by the use of a substitute task or estimate mark. Teachers can seek special provisions for students requiring assistance with assessment tasks.

## **8. Feedback on Ranking to Students**

Teachers of Higher School Certificate classes are expected to provide feedback to students after each assessment task on their ranking on the task and their overall cumulative ranking in the course.

## **9. Board of Studies (BOS) Requirements**

Teachers are expected to familiarise themselves with the requirements for the award of the Higher School Certificate in relation to satisfactory completion of courses and attendance. Teachers are responsible for warning students and parents where students have made non-serious attempts or have been involved in cheating or some form of malpractice.

## **10. Appeals Procedure**

Students have the right to appeal their mark or grade for an assessment task in a one week period following the return of the task to the students. Students must place their appeal in writing to the Head of Department. Teachers involved in the appeals process must ensure fairness and equity in dealing with the appeal. Teachers need to ensure they are familiar with the procedures for appeal or review as outlined in the Assessment Handbook for Year 12.

# RESPONSIBILITIES OF STUDENTS – YEAR 12

## 1. Complete all tasks

It is expected that you will complete all tasks, making a genuine attempt at each task with no evidence of malpractice (cheating). A failure to complete set tasks will result in official Warning Letters being sent home to your parents, and the possibility of you not completing the requirements for your award.

## 2. Participate Actively in Each Class

It is in your best interests to be proactive learners in each class you attend. Listen intently to the teacher. Question appropriately and discuss with enthusiasm. Be active learners always.

## 3. Keep Yourself Informed

You are expected to check with your class teacher, after any absence, whether you have missed any information – class work, assessment information, etc. It is your responsibility to catch up on the missed work.

## 4. Complete Assessment Task on the Due Date

It is your responsibility to complete assessment tasks on the day they are due / scheduled. Failure to meet assessment requirements due to 'inappropriate' absence is unfair and unethical.

## 5. Clashes / Extensions

It is your responsibility to monitor your assessment programme and to foresee when clashes will prevent you completing assessment tasks as scheduled. In these cases, you must apply to the Director of Curriculum for an extension for each task in question. Failure to apply for extension will result in penalties.

## 6. Absence from Tasks

It is your responsibility to arrange for tasks to be submitted on the due date. Where illness / misadventure prevent you from attending the College on the day of an assessment task, a phone call must be made to the Office of Student Learning. Failure to contact the Office of Student Learning will result in penalties.

Following absence from the College, you will be expected to visit the Office of Student Learning on the first morning of your return to the College to either arrange for completion of the task (i.e. in-class assessments, tests, orals, practical, etc.) **OR** to submit the assessment task.

## 7. Board of Studies (BOS) Requirements

Familiarise yourself with the requirements for the award of the Higher School Certificate in relation to satisfactory completion of courses and attendance. If you fail to meet the BOS requirements you will be issued with Official Warning Letter which could eventually lead to a non-award of the certificate for which you are entered.

## 8. Assessment Schedule & Calendar

Ensure you have a copy of the assessment schedule and assessment calendar for EACH course you are studying. Ensure also that you are aware of the course requirements for EACH course.

## 9. Appeals Procedure

Ensure that you are familiar with the procedures for appeal or review of your assessment marks or grades. These procedures are outlined in your Assessment Handbook.

**10. Plagiarism Policy Procedure**

Ensure that you are familiar with the rules as they apply to plagiarism / cheating and the procedures for dealing with plagiarism / cheating.

**11. Constantly Seek Advice**

You are not alone on the journey. Use all the resources available to you to make the journey profitable – teachers, parents, ex-students, peers, web resources, etc.

# HSC GLOSSARY OF TERMS

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain / determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes / categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make, build; put together item or argument
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analysis / evaluation)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation)
<b>Deduce</b>	Draw conclusion
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and / or against
<b>Distinguish</b>	Recognise or note / indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement bases on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and / or how
<b>Extract</b>	Choose relevant and / or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plant, inquire into and draw conclusions about

<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

# **BOARD DEVELOPED COURSES**

# STUDIES OF RELIGION 1

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The aim of this course is to promote an understanding and Critical awareness of the nature, influence and significance of belief systems (including religious traditions) for both individuals and society. The students studying the One Unit Course examine two areas: A Foundational Study and examination of two religious traditions.

#### Foundational Study:

- Religion and Belief Systems in Australia post 1945.

#### Religious Tradition Depth Studies:

Students are to study the following TWO:

- Religious Tradition Depth Study 1: Christianity
- Religious Tradition Depth Study 2: Islam

### HSC COURSE OUTCOMES

In undertaking this pattern of study, a student:

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

### KEY COMPETENCIES

Studies of Religion provides a context within which to develop competencies essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. Key competencies are embedded in the Studies of Religion syllabus to enhance student learning. During the course, students:

- locate, select and appropriately present their research work, developing competence in collecting, analysing and organising information
- debate, describe, discuss and explain issues in written and oral forms, developing competence in communicating ideas and information
- plan, prepare and present a range of tasks, developing competency in planning and organising activities
- cooperate with individuals and groups, developing competence in working with others and in a team
- develop, implement and evaluate solutions to problems, developing competence in solving problems
- construct timelines and analyse statistical evidence using mathematical ideas and techniques
- draw on a range of appropriate applications for the purposes of research, developing competence in using technology.

# 1 UNIT STUDIES OF RELIGION

## HSC COURSE ASSESSMENT SCHEDULE

Component	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Given: Term 1 Week 7 / 8	Date Given: Term 2 Week 9	Date Given: Term 3 Week 3 / 4
		Task: Semester 1 Research Mid-Course Exam	Task: Islam - Structured Responses and Essay	Task: HSC Trial Examination
Knowledge and understanding of course content	40%	10%	5%	25%
Source based skills	20%	5%	10%	5%
Investigation and research	20%	10%	10%	
Communicating of information, ideas and issues in appropriate forms	20%	5%	5%	10%
<b>TASK VALUE 100%</b>		<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>		H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9

# STUDIES OF RELIGION 2

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The aim of this course is to promote an understanding and Critical awareness of the nature, influence and significance of belief systems (including religious traditions) for both individuals and society. The students studying the Two Unit Course examine two areas: Foundational Studies and three religious tradition depth studies.

#### Foundational Studies:

1. Religion and Belief Systems in Australia post 1945.
2. Religion and Non-Religion
3. Religion and Peace

**Religious Tradition Depth Studies:** Students are to study the following THREE:

- Religious Tradition Depth Study 1: Christianity
- Religious Tradition Depth Study 2: Islam
- Religious Tradition Depth Study 3: Hinduism

### HSC COURSE OUTCOMES

In undertaking this pattern of study, a student:

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

### KEY COMPETENCIES

Studies of Religion provides a context within which to develop competencies essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. Key competencies are embedded in the Studies of Religion syllabus to enhance student learning. During the course, students:

- locate, select and appropriately present their research work, developing competence in collecting, analysing and organising information
- debate, describe, discuss and explain issues in written and oral forms, developing competence in communicating ideas and information
- plan, prepare and present a range of tasks, developing competency in planning and organising activities
- cooperate with individuals and groups, developing competence in working with others and in a team
- develop, implement and evaluate solutions to problems, developing competence in solving problems
- construct timelines and analyse statistical evidence using mathematical ideas and techniques draw on a range of appropriate applications for the purposes of research, developing competence in using technology

## 2 UNIT STUDIES OF RELIGION

### HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Given: Term 4 Week 9	Date Given: Term 1 Week 7 / 8	Date Given: Term 2 Week 10	Date Given: Term 3 Week 3 / 4
		Task: Research Depth Study 1 & Religion in Australia post 1945	Task: Semester One Exam	Task: Research Depth Study 3 & Religion and Peace	Task: HSC Trial Exam
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Source based skills	20%	5%	10%		5%
Investigation and research	20%	10%		10%	
Communicating of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TASK VALUE 100%</b>		<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Syllabus Outcomes assessed by the Task</b>		H1, H2, H6, H7, H8, H9	H1, H2, H3, H4, H5, H7, H8	H1, H2, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H8, H9

# RELIGIOUS EDUCATION – CATHOLIC STUDIES

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

This 1 Unit course is the Board Endorsed Course based on the Sydney revised Religious Education Curriculum Document. This course is an alternative course to Studies of Religion offered to students in their HSC year at Trinity Catholic College. The Course consists of four units of work.

1. Bring on the Kingdom of God – (Justice Unit)
2. Uncovering an Inconvenient Truth – (Ethics Unit)
3. Religion and Peace
4. Christian Prayer

### HSC COURSE OUTCOMES

In studying this alternative course, it is intended that students will:

- H1** identify the interaction, past and present, of Christianity and other religions with Australian society
- H2** analyse and interpret the influence of religion on Australian society
- H3** value the role of Christianity in the development of Australian society
- H4** explain the historical context, principal beliefs, excerpts from sacred texts, ethical teachings of at least one world religion
- H5** research key aspects of at least one world religion and explore the place of religion and inter-faith dialogue in promoting unity and peace
- H6** appreciate the place of religion and inter-faith dialogue in promoting unity and peace
- H7** identify the impact of the Church's teaching on a range of personal and social issues
- H8** explain the place of compassion and justice in the way the followers of Jesus are called to live
- H9** research into and reflect on Catholic moral and ethical teachings
- H10** apply principles of virtue, especially justice and compassion, to one's decisions and actions
- H11** value the role of the Church's teaching in giving moral and ethical guidance to personal and moral issues
- H12** appreciate how individuals can make positive contributions to their own lives and the lives of others

### KEY COMPETENCIES

Religious Education provides a context within which to develop competencies essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life. Key competencies are embedded in the syllabus to enhance student learning.

During the course, students will develop competency in:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in a team
- solving problems
- using technology in researching various aspects of the course.

# 1 UNIT RELIGIOUS EDUCATION – CATHOLIC STUDIES

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
		Date Given: Term 4 Week 9	Date Given: Term 1 Week 7 / 8	Date Given: Term 2 Week 9
		Task: Secondary Research and Oral	Task: Mid - Course Exam	Task: Library Research Project
Knowledge and understanding of course content	40%	10%	20%	10%
Source-based skills	20%	5%	10%	5%
Investigation and research	20%	10%		10%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>TASK VALUE 100%</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>		H1, H2, H4	H1, H8, H10	H5, H7, H10

# ENGLISH STUDIES

<b>Course type:</b>	Board Endorsed Course (BEC)
<b>Exclusions:</b>	English Advanced and Standard, English Extension 1 & 2
<b>Special Details:</b>	English Studies is not examined externally. A student who undertakes the English Studies Course is NOT ELIGIBLE for an ATAR (Australian Tertiary Admission Rank).

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## HSC COURSE STRUCTURE

The **Stage 6 English Content Endorsed Course** is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern. For the HSC:

<b>Study in the HSC Course</b> requires completion of:	<b>Modules</b>
<b>HSC course:</b> 120 indicative hours 3-5 modules <i>20–40 indicative hours per module</i>	<b>Mandatory HSC:</b> We are Australians: English in citizenship, community and cultural identity.  <b>Elective modules</b> (3 Modules) <ul style="list-style-type: none"><li>• On the road – English and the experience of travel</li><li>• “Part of the Family – English and Family Life”</li><li>• The way we worked – English for exploring the past through industrial events in Australia</li></ul>

## HSC COURSE OUTCOMES

These outcomes are derived from the English Content Endorsed Course objectives and the content of the HSC Course. They specify the intended result of student learning.

**COMPONENT 1:** Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.

**COMPONENT 2:** Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.

**COMPONENT 3:** Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.

**COMPONENT 4:** Students will develop skills in planning and working independently and collaboratively and reflect on learning.

**ASSESSMENT:**

<b>Internal Assessment</b>	<b>Weighting</b>
Component 1	30
Component 2	30
Component 3	25
Component 4	15
	100

At least one assessment task must be derived from formal examinations. Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.

Strategies and instruments used for assessment purposes may include the following:

- portfolios of students' own compositions prepared over time
- individual and group presentations and reports
- research assignments
- in-class essay tests
- viewing/listening tasks
- multiple-choice and short answer tests
- written or oral reports related to excursions, work experience or other work involving experience with the community beyond school.

# ENGLISH STUDIES

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Given:	Date Given:	Date Given:	Date Given:
		Task:	Task:	Task:	Task:
		Term 4 Week 7	Term 1 Week 5	Term 2 Week 9	Term 3 Week 3 / 4
		Unit 1 English - Family Life	Mandatory Unit We are Australian	Unit 2 On the Road	End of Course EXAM On the Road
Forms of texts, language and techniques	30%		10%	10%	10%
Listening & Viewing, Speaking & Representing	30%	5%	10%	5%	10%
Reading & Writing	25%	10%		10%	5%
Planning and working individually & collaboratively	15%	5%	10%		
<b>TASK VALUE 100%</b>		<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>

# ENGLISH - STANDARD

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC English (Standard) course consists of 120 indicative hours of study.

<b>Study in the HSC course</b> requires completion of:
<ul style="list-style-type: none"><li>• HSC common content</li><li>• One elective chosen from <b>EACH</b> of the three English (Standard) course modules</li></ul>



### HSC COURSE OUTCOMES

- H1** A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
- H2** A student demonstrates understanding of the relationships among texts.
- H3** A student develops language relevant to the study of English.
- H4** A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
- H5** A student analyses the effect of technology and medium on meaning.
- H6** A student engages with the details of text in order to respond critically and personally.
- H7** A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
- H8** A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9** A student assesses the appropriateness of a range of processes and technologies in
- a.** the investigation and organisation of information and ideas.
- H10** A student analyses and synthesises information and ideas into sustained and logical
- a.** argument for a range of purposes and audiences.
- H11** A student draws upon the imagination to transform experience and ideas into text,
- a.** demonstrating control of language.
- H12** A student reflects on own processes of responding and composing.
- H13** A student reflects on own processes of learning.

# ENGLISH STANDARD

## HSC COURSE ASSESSMENT SCHEDULE

Task Date	Term 4 Week 9	Term 2 Week 6	Term 3 Week 1	Term 3 Week 3 / 4
Task Details	Area of Study	Module A	Module C	Trial HSC Exam - Area of Study and Modules
Outcomes	H2, H3, H4, H7	H9, H11, H13	H5, H6, H7	H1, H7, H8, H10, H11
Language Mode	TASK 1	TASK 2	TASK 3	TASK 4
Listening		15%		
Speaking			15%	
Reading	10%			15%
Writing	15%			15%
Viewing/Representing			15%	
Total Weighting	25%	15%	30%	30%
Area of Study	25%			15%
Module A		15%		5%
Module B				5%
Module C			30%	5%
Total Weighting	25%	15%	30%	30%

# ENGLISH - ADVANCED

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC English (Advanced) course consists of 120 indicative hours of study.

Study in the Preliminary course requires completion of:	Study in the HSC course requires completion of:
<ul style="list-style-type: none"><li>• Preliminary common content</li><li>• Electives</li></ul>	<ul style="list-style-type: none"><li>• HSC common content</li><li>• One elective chosen from <b>EACH</b> of the three English (Advanced) course modules</li></ul>

### HSC COURSE OUTCOMES

- H1** A student explains and evaluates the effects of different contexts of responders and composers on texts.
- H2** A student explains relationships among texts.
- H2A Advanced Only**  
A student recognised different ways in which particular texts are valued.
- H3** A student develops language relevant to the study of English.
- H4** A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
- H5** A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
- H6** A student engages with the details of text in order to respond critically and personally.
- H7** A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
- H8** A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
- H9** A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
- H10** A student analyses and synthesises information and ideas into sustained and logical arguments for a range of purposes, audiences and contexts.
- H11** A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
- H12** A student reflects on own processes of responding and composing.
- H12A Advanced only**  
A student explains and evaluates different ways of responding to and composing text.
- H13** A student reflects on own processes of learning.

# ENGLISH ADVANCED

## HSC COURSE ASSESSMENT SCHEDULE

Task Date	Term 4 Week 9	Term 2 Week 6	Term 3 Week 1	Term 3 Week 3 / 4
Task Details	Area of Study	Module B – CRITICAL Study of Text	Module C - Representation and Text Speaking and View / Rep	Trial HSC Exam - Area of Study and Modules Paper 1 Paper 2
Outcomes	H2, H3, H4, H7	H1, H3, H6, H7, H8, H10, H13	H5, H6, H7, H9, H12A	H1, H7, H8, H10, H11, H12
Language Mode	TASK 1	TASK 2	TASK 3	TASK 4
Listening		15%		
Speaking			15%	
Reading	10%			15%
Writing	15%			15%
Viewing / Representing			15%	
<b>Total Weighting</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>
Area of Study	25%			15%
Module A				5%
Module B		15%		5%
Module C			30%	5%
<b>Total Weighting</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>

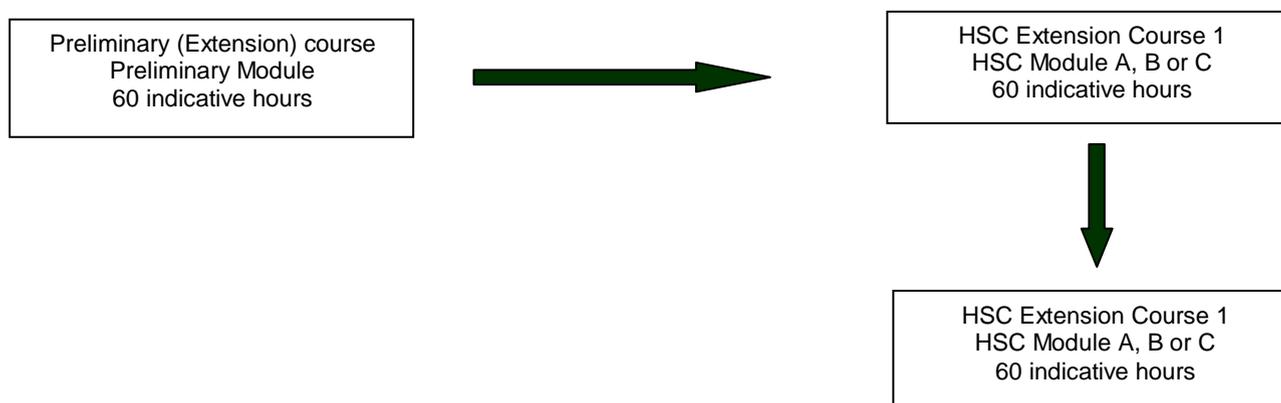
# ENGLISH - EXTENSION 1

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The Preliminary English (Extension) course is a prerequisite for HSC English Extension Course 1.

HSC English Extension Course 1 consists of 60 indicative hours of study.



### HSC COURSE OUTCOMES

- H1** Students learn to distinguish and evaluate the values expressed through texts by:
- 1.1 identifying aspects of text that reflect and shape values.
  - 1.2 considering the ways that values identified in and through texts can vary.
  - 1.3 evaluating the effects of changes in perceived values.
- H2** Students learn how different texts are valued by:
- 2.1 identifying aspects of texts that are valued in different contexts.
  - 2.2 explaining why and how different aspects of texts are valued in different contexts.
  - 2.3 speculating about different ways in which texts might be valued.
  - 2.4 generalising about the nature of the process of valuing texts.
- H3** Students will learn to compose extended texts by:
- 3.1 engaging with the complexity of a range of texts.
  - 3.2 refining the clarity of their own compositions to meet the demands of increasing complexity of thought and expression.
  - 3.3 using and manipulating a range of generic different audiences and purposes.
  - 3.4 using stylistic devices appropriate to purpose, audience and context.
- H4** Students learn to develop sophisticated presentations by:
- 4.1 engaging in extended independent investigation
  - 4.2 reflecting on their findings.
  - 4.3 presenting the results to a specific audience and for a specific purpose.
  - 4.4 reflecting on the effectiveness of the presentation.

## Summary of English Extension 1 HSC examination specifications and assessment requirements from 2010

The HSC examination specifications and assessment requirements for English Extension are outlined below:

### ***Outline of HSC examination specifications***

*A written examination of two hours plus 5 minutes reading time*

<b>Section/Part</b>	<b>Marks</b>
Students answer two sustained response questions on their chosen elective, with an expected length of response for each one of around eight examination writing booklet pages (approximately 1000 words).	25
	25
	50

# ENGLISH - EXTENSION 1

## HSC COURSE ASSESSMENT SCHEDULE

### Module B: Texts and Ways of Thinking – Elective 3: Navigating the Global

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	TOTALS
		Date Given: Term 4 Week 9	Date Given: Term 2 Week 8	Date Given: Term 3 Exam Block	
		Task: Tutorial Presentation	Task: Mid – Course Exam	Task: HSC Trial Exam	
Knowledge and understanding of complex texts and of how and why they are valued.	25%	5%	10%	10%	25%
Skills in: <ul style="list-style-type: none"> <li>• Complex analysis</li> <li>• Sustained composition</li> <li>• Independent investigation</li> </ul>	25%	10%	5%	10%	25%
<b>TASK VALUE 100%</b>		<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>50%</b>
<b>Syllabus Outcomes assessed by the Task</b>		1, 2, 4	1, 2, 3	1, 2, 3, 4	

# ENGLISH - EXTENSION 2

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

In the HSC English Extension Course 2 students develop a sustained composition, and document and reflect on this process.

Students undertaking HSC English Extension Course 2 must complete the Major Work undertaken over 60 indicative hours of study. This course may only be undertaken in addition to HSC Extension Course 1.

#### **Major Work**

This module requires students to work independently to plan and complete a Major Work in the form of an extended composition. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available.

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work.

The Major Work will be assessed internally as a process and externally as a product.

## HSC COURSE OUTCOMES

The table below sets out the content of HSC English Extension Course 2 and illustrates the relationship among the objectives, outcomes and content.

English Extension Course 2 Objectives	HSC English Extension Course 2 Outcomes	HSC English Extension Course 2 Content
<p>Students will develop extensive skills in independent investigation.</p>	<p>A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.</p>	<p><b>1.</b> Students learn to develop and use skills in extensive independent investigation by:</p> <p><b>1.1</b> autonomous, thorough and extensive investigation in a specialised field.</p> <p><b>1.2</b> monitoring, reflecting on and documenting their interpretation, analysis and composition in a journal.</p> <p><b>1.3</b> presenting aspects of investigation to specific audiences, in a range of modes.</p>
<p>Students will develop sustained skills in composition.</p>	<p>A student reflects on and documents own process of composition.</p>	<p><b>2.</b> Students learn to reflect on and document their processes of composition by:</p> <p><b>2.1</b> developing texts drawn from personal, affective, cognitive and other experiences, understanding and ideas.</p> <p><b>2.2</b> monitoring, reflecting on and documenting their process of inquiry in a journal.</p> <p><b>2.3</b> presenting aspects of composition to specific audiences, in a range of modes.</p>

# ENGLISH - EXTENSION 2

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	TOTALS
		Date Given: Term 4 Week 8	Date Given: Term 2 Week 4	Date Given: Term 2 Week 8	
		Task: 1 Viva Voce	Task: 2 Report	Task: 3 Draft of Major Work	
H1.1, H1.2, H1.3	10%			10%	10%
H2.1, H2.2, H2.3	20%	10%		15%	25%
H1, H2	20%		15%		15%
<b>TASK VALUE 100%</b>		10%	15%	25%	50%
<b>Syllabus Outcomes assessed by the Task</b>		H1	H1, H2	H2	

- The composition will be marked at mid-semester and at the Trials.
- The completed text is submitted to the BOS for Marking.

# ANCIENT HISTORY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The course comprises a study of:

Part I:	CORE – Cities of Vesuvius-Pompeii	25%
Part II:	ONE Ancient Society	25%
Part III:	ONE Personality in Their Time	25%
Part IV:	ONE Historical Period	25%

The course requires study from at least two of the following areas:

- Egypt
- Near East
- Greece
- Rome

The Core Study, Cities of Vesuvius-Pompeii and Herculaneum is a Roman Study.

### HSC COURSE OUTCOMES

#### Students:

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

# ANCIENT HISTORY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1 Term 4	Task 2 Term 1	Task 3 Term 2	Task 4 Term 3
			Cities of Vesuvius Source Analysis	Mid - Course Exam	Historical Period Research+ In Class	Trial HSC Exam
H1.1, H2.1	Knowledge and understanding of the course content	40%	5%	15%	5%	15%
H3.1, H3.2, H3.3	Source-based Skills	20%	10%	5%		5%
H3.4, H3.5, H3.6	Historical inquiry and research	20%	5%		15%	
H4.1, H4.2	Communication of historical understanding in appropriate forms	20%		5%	5%	10%
<b>TASK VALUE 100%</b>		100%	20%	25%	25%	30%
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H3.3, H3.4, H3.5	H1.1, H2.1, H3.3, H4.1	H3.1, H3.2, H3.4, H3.6, H4.2	H1.1, H2.1, H3.3, H4.1

# BIOLOGY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

The Core which includes:

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

ONE option which may comprise any one of the following:

- Communication
- Biotechnology
- Genetics: The Code Broken
- The Human Story
- Biochemistry

### HSC COURSE OUTCOMES

A student:

- H1** evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2** analyses the ways in which models, theories and laws in biology have been tested and validated.
- H3** assesses the impact of particular advances in biology on the development of technologies.
- H4** assesses the impacts and implications of biology on society and environment.
- H5** identifies possible future directions of biological research.
- H6** explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism.
- H7** analyses the impact of natural and human processes on biodiversity.
- H8** evaluates the impact of human activity on the interactions of organisms and their environment.
- H9** describes the mechanisms of inheritance in molecular terms.
- H10** describes the mechanisms of evolution and assesses the impact of human activity on evolution.
- H11** justifies the appropriateness of a particular investigation plan.
- H12** evaluates way in which accuracy and reliability could be improved in investigations.
- H13** uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14** assesses the validity of conclusions from gathered data and information.
- H15** explains why an investigation is best undertaken individually or by a team.
- H16** justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

# BIOLOGY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 7	Date Given: Term 1 Weeks 8 / 9	Date Given: Term 2 Week 9	Date Given: Term 3 Weeks 3 / 4
			Task: Practical Task	Task: Mid – Course Examination	Task: Open Ended Investigation	Task: HSC Trial Examination
	Knowledge and understanding	40%		15%	5%	20%
H11, H12, H13, H14, H15, H16	Skills in planning and conducting First Hand Investigations and in communicating information and understanding based on these investigations	30%	10%		20%	
H11, H12, H13, H14, H15, H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30%	10%	5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H11.3, H12.2, H12.4, H13.1, H14.1, H14.2, H14.3	H1, H2, H3, H6, H7, H8, H9, H10, H13, H15	H1, H2, H3, H4, H5, H11.1, H11.2, H12.1, H12.2, H12.3, H12.4, H13.1, H14.1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H15, H16

# BUSINESS STUDIES

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course is based on a study of four compulsory topics, namely:

- Operations
- Marketing
- Finance
- Human Resources

### HSC COURSE OUTCOMES

The student:

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

# BUSINESS STUDIES

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Marketing Extended Response	Task: Mid – Course Exam	Task: Financial Ratio Calculations	Task: HSC Trial
H1, H2, H3, H4, H5, H6	Knowledge and understanding of course content	40%	5%	10%	10%	15%
H10	Stimulus Based Skills	20%		5%	10%	5%
H7, H8	Inquiry and Research	20%	5%	5%	5%	5%
H9	Communication of business information, ideas and issues in appropriate forms	20%	10%	5%		5%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H2, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H8	H3, H7, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10

# CHEMISTRY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

The Core which includes:

- The identification and Production Of Materials
- The Acidic Environment
- Chemical Monitoring and Management

ONE option comprising any one of the following:

- Industrial Chemistry
- Shipwrecks and Salvage
- The Biochemistry of Movement
- The Chemistry of Art
- Forensic Chemistry

### HSC COURSE OUTCOMES

A student:

- H1** evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2** analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3** assesses the impact of particular advances in chemistry on the development of technologies.
- H4** evaluates the impacts and implementations of research in chemistry on society and the environment.
- H5** identifies possible future direction of chemical research.
- H6** explains reactions between elements and compounds in terms of atomic structures and periodicity.
- H7** describes the chemical basis of energy transformations in chemical reactions.
- H8** assesses the range of factors which influence the type and rate of chemical reaction.
- H9** describes and predicts reactions involving carbon compounds.
- H10** analyses stoichiometric relationships.
- H11** justifies the appropriateness of a particular investigation plan.
- H12** evaluates ways in which accuracy and reliability could be improved in investigations.
- H13** uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14** assesses the validity of conclusions from gathered data and information.
- H15** explains why an investigation is best undertaken individually or by a team.
- H16** justifies their positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

# CHEMISTRY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 6-8	Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 9	Date Given: Term 3 Week 3 / 4
			Task: Practical Task	Task: Semester 1 Test	Task: Open Ended Investigation	Task: Final Examination
H1-H10	Knowledge and Understanding	40%		15%	5%	20%
H11-H16	Skills in planning and conducting First -Hand Investigations and in communicating information and understanding based on these investigations	30%	10%		20%	
H11-H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30%	10%	5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H11.3, H12.2, H12.4, H13.1, H14.1, H14.2, H14.3	H1, H2, H3, H6, H7, H8, H9, H10, H13, H15	H1-H5, H11.1, H11.2, H12.1, H12.2, H12.3, H12.4, H13.1, H14.1	H1-H10, H13, H15, H16

# COMMUNITY AND FAMILY STUDIES

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

Core Modules total 75%:

- Research Methodology 25%
- Groups in Context 25%
- Parenting and Caring 25%

As part of Research Methodology an Independent Research Project will be submitted.

Option Modules total 25%. One of the following options will be selected:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and work.

### HSC COURSE OUTCOMES

A student:

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

# COMMUNITY AND FAMILY STUDIES

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Project Plan Term 4 Project Diary Term 1	Date Given: Term 2	Date Given: Term 2	Date Given: Term 3
			Task: Research Methodology Independent Research Project	Task: Mid - Course Exam	Task: Parenting & Caring Case Study	Task: All Modules Trial Examination
H1.1, H2.1, H2.3, H3.1, H3.2, H3.3, H3.4	Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>Resource management</li> <li>Positive relationships</li> <li>Range of Societal Factors</li> </ul>	40%		10%	10%	20%
H5.1, H5.2, H6.1, H6.2	Skills in: <ul style="list-style-type: none"> <li>Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>Planning to take responsible action to promote wellbeing</li> </ul>	25%		5%	15%	5%
H4.1, H4.2	Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35%	20%	5%	5%	5%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H6.2	H1.1, H2.1, H2.2, H3.2, H4.2, H5.1, H5.2	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H5.2, H6.1, H6.2

# DANCE

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

- Core Performance 20%
- Core Composition 20%
- Core Appreciation 20%
- Major Study 40%

*One of the following areas to be studied as a student's major study:  
Performance/Composition/Appreciation/Dance & Technology.*

### HSC COURSE OUTCOMES

A student:

- H1.1** understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form.
- H1.2** performs, composes and appreciates dance as an artform.
- H1.3** appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances.
- H1.4** acknowledges and appreciates the relationship of dance and other media.
- H2.1** understands performance quality, interpretation and style relating to dance performance.
- H2.2** performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices.
- H2.3** values the diversity of dance performance.
- H3.1** identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent.
- H3.2** demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.
- H3.3** recognises and values the role of dance in achieving individual expression.
- H3.4** explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent.
- H4.1** understands the concept of differing artistic, social and cultural contexts of dance.
- H4.2** recognises, analyses and evaluates the distinguishing features of major dance works.
- H4.3** utilises the skills of research and analysis to examine dance as an artform.
- H4.4** demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgements about dance.
- H4.5** acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

# DANCE

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 9	Date Given: Term 1 Mid - Course Exam	Date Given: Term 2 Week 8	Date Given: Term 3 Week 6
			Task: Solo Dance/Process Diary/Oral Presentation	Task: Written Response and Solo Dance/Major Work Presentation/ Process Diary	Task: Trial HSC Practical	Task: Trial Exam Written
H1.1, H1.3, H2.1, H2.2, H2.3	Core Performance	20%	10%		10%	
H1.2, H1.3, H3.1, H3.2, H3.3	Core Composition	20%	5%	5%	10%	
H1.1, H1.3, H4.1, H4.2, H4.3, H4.4, H4.5	Core Appreciation	20%	5%	5%		10%
H1.1, H1.2, H1.3, H1.4, H3.4	Major Study	40%		20%	20%	
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>30%</b>	<b>40%</b>	<b>10%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H2.1, H2.2, H3.1, H4.3	H1.1, H1.2, H3.2, H4.2 and Options	H1.2, H2.1, H2.2, H3.2, H3.4 & Options	H1.1, H4.1, H4.4



# DRAMA

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 10	Date Given: Term 1 Week 8 / 9 Mid-Course Exam Block	Date Given: Term 2 Week 9	Date Given: Term 3 Week 1 (Prac) Week 3 / 4 (Written)
			Task: Contemporary Australian Theatre  Presentation and Essay	Task: Dramatic Traditions  Presentation and Essay	Task: Development of Group Piece  Performance and Logbooks	Task: HSC Trial Exam Group Performance and IP Performance and / or submission and written exam
H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7	Making	40%	5%	10%	20%	5%
H2.1, H2.2, H2.3	Performing	30%	5%	5%	5%	15%
H3.1, H3.2, H3.3	Critically Studying	30%	5%	5%		20%
<b>TASK VALUE 100%</b>			<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H1.2, H1.7, H2.3, H3.3	H1.1, H1.2, H1.5, H2.2, H3.1	H1.1, H1.3, H1.4, H1.6, H2.1, H2.2	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3

# EARTH AND ENVIRONMENTAL SCIENCE

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course builds upon the Preliminary course. The Preliminary course contains content that is considered assumed knowledge for the HSC course. The HSC course incorporates the study of:

The Core which includes:

- Tectonic Impacts (30 hours)
- Environments Through Time (30 hours)
- Caring for the Country (30 hours)

ONE 30 hour option which may comprise any one of the following:

- Introduced Species and the Australian Environment
- Organic Geology – A Non-Renewable Resource
- Mining and the Australian Environment
- Oceanography

### HSC COURSE OUTCOMES

A student:

- H1** evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2** analyses the ways in which models, theories and laws in Earth and Environment Science have been tested and validated.
- H3** assesses the impact of particular advances in Earth and Environment Science on the development of technologies.
- H4** assesses the impacts and implications of Earth and Environment Science on society and environment.
- H5** identifies possible future directions of Earth and Environment Science research.
- H6** evaluates the use of the Earth's resources
- H7** discusses geological, biological, physical and chemical evidence of the evolving Australian and world environments.
- H8** describes models which can be used to explain changing environments conditions during the evolution of Australia and other continents
- H9** evaluates the impact of resources utilisation on the Australian environment
- H10** assesses the effects of current pressures on the Australian environment
- H11** justifies the appropriateness of a particular investigation plan.
- H12** evaluates way in which accuracy and reliability could be improved in investigations.
- H13** uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14** assesses the validity of conclusions from gathered data and information.
- H15** explains why an investigation is best undertaken individually or by a team.
- H16** justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

# EARTH AND ENVIRONMENTAL SCIENCE

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 7	Date Given: Term 1 Weeks 7 / 8	Date Given: Term 2 Week 10	Date Given: Term 3 Weeks 3 / 4
			Task: Practical Task	Task: Mid – Course Examination	Task: Open Ended Investigation	Task: HSC Trial Examination
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Knowledge and understanding	40%		15%	5%	20%
H11, H12, H13, H14, H15, H16	Skills in planning and conducting First Hand Investigations and in communicating information and understanding based on these investigations	30%	10%		20%	
H11, H12, H13, H14, H15, H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30%	10%	5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H11.3, H12.2, H12.4, H13.1, H14.1, H14.2, H14.3, H15	H1, H2, H6, H7, H8, H9, H10, H13	H1, H2, H3, H4, H5, H11.1, H11.2, H12.1, H12.2, H12.3, H12.4, H13.1, H14.1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H14, H16

# ECONOMICS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

		<b>Percentage of Course Time</b>
<b>1</b>	The Global Economy	25
<b>2</b>	Australia's Place in the Global Economy	25
<b>3</b>	Economic Issues	25
<b>4</b>	Economic Policies and Management	25

### HSC COURSE OUTCOMES

A student:

- H1** demonstrates understanding of economic terms, concepts and relationships.
- H2** analyses the economic role of individuals, firms, institutions and governments.
- H3** explains the role of markets within the global economy.
- H4** analyses the impact of global markets on the Australia and global economies.
- H5** discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts.
- H6** analyses the impact of economic policies in theoretical and contemporary Australian contexts.
- H7** evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
- H8** applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
- H9** selects and organises information from a variety of sources for relevance and reliability.
- H10** communicates economic information, ideas and issues in appropriate forms.
- H11** applies mathematical concepts in economic contexts.
- H12** works independently and in groups to achieve appropriate goals in set time lines.

# ECONOMICS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date: Term 4	Date: Term 1	Date: Term 2	Date: Term 3
			Task: Written Report on Globalisation	Task: Mid - Course Exam	Task: Research Analysis of Fiscal Policy	Task: HSC Trial Exam
H1, H2, H3, H8	Knowledge and Understanding	40%	5%	15%	5%	15%
H4, H5, H6, H11	Stimulus-based Skills	20%		5%	5%	10%
H7, H9	Inquiry and Research	20%	10%		10%	
H10, H12	Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H2, H3, H6, H9, H10, H12	H1, H3, H4, H5, H6, H8, H10, H11	H1, H2, H4, H5, H6, H7, H8, H9, H10, H12	H1, H2, H3, H4, H5, H6, H8, H10, H11

# FOOD TECHNOLOGY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The compulsory core strands are as follows:

- The Australian Food Industry (25%)
- Food Manufacture (25%)
- Food Product Development (25%)
- Contemporary Food Issues Nutrition (25%)

### HSC COURSE OUTCOMES

A student:

- H1.1** explains manufacturing processes and technologies used in the production of food products.
- H1.2** examines the nature and extent of the Australian food industry.
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
- H1.4** evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and the environment.
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health.
- H3.1** investigates operations of one organisation within the Australian food industry.
- H3.2** independently investigates contemporary nutrition issues.
- H4.1** develops, prepares and presents food using product development processes.
- H4.2** applies principles of food preservation to extend the life of food and maintain safety.
- H5.1** develops, realises and evaluates solution to a range of food situations.

# FOOD TECHNOLOGY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 10	Date Given: Term 2 Week 2	Date Given: Term 2 Week 10	Date Given: Term 3 Week 3 / 4
			Task: Food Manufacture	Task: Food Product Development	Task: Contemporary Issues Nutrition	Task: HSC Trial Exam
H1.1, H1.2, H1.3, H1.4, H2.1	Knowledge & Understanding	20%		10%		10%
H3.1, H3.2	Research Analysis Communication	30%			15%	15%
H4.1, H4.2	Experimentation and Preparation	30%	15%	15%		
H5.1	Design Implementation Evaluation	20%			15%	5%
<b>TASK VALUE 100%</b>			15%	25%	30%	30%
<b>Syllabus Outcomes assessed by the Task</b>			H4.2	H1.3, H4.1	H3.2, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H5.1

# FRENCH BEGINNERS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

#### PRELIMINARY COURSE

The Preliminary Course develops students' knowledge and understanding of French through communicative tasks across a range of themes and topics.

#### HSC COURSE

In the HSC Course, students will continue to develop their knowledge and understanding of French through communicative tasks across a range of themes and topics.

### HSC COURSE OUTCOMES

The following outcomes are derived from the communication objectives:

A student –

#### Interacting

- H1.1** Establishes and maintains communication in French
- H1.2** Manipulates linguistic structures to express ideas effectively in French
- H1.3** Sequences ideas and information
- H1.4** Applies knowledge of the culture of French speaking communities to interact appropriately

#### Understanding Texts

- H2.1** Understands and interprets information in texts using a range of strategies
- H2.2** Conveys the gist of and identifies specific information in texts
- H2.3** Summarises the main points of a text
- H2.4** Draws conclusions from or justifies opinion about a text
- H2.5** Identifies the purpose, context, and audience of a text
- H2.6** Identifies and explains aspects of French speaking communities in texts

#### Producing texts

- H3.1** Produces texts appropriate to audience, purpose and context.
- H3.2** Structures and sequences ideas and information
- H3.3** Applies knowledge of diverse linguistic structures to convey information and express original ideas in French
- H3.4** Applies knowledge of the culture of French - speaking communities to the production of texts

# FRENCH BEGINNERS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 1 Weeks 8 / 9	Date Given: Term 2 Week 5 / 6	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3 Weeks 3 / 4
			Task: Mid – Course Examination	Task: Speaking / Presentation	Task: Various On-Going In Class	Task: HSC Trial Examination
H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	Understanding texts - Reading	30%	10%		10%	10%
H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	Understanding texts - Listening	30%	10%		10%	10%
H3.1, H3.2, H3.3, H3.4	Producing texts – Written	20%	5%		5%	10%
H1.1, H1.2, H1.3, H1.4	Interacting - Spoken	20%	5%	5%		10%
<b>TASK VALUE 100%</b>			<b>30%</b>	<b>5%</b>	<b>25%</b>	<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.3, H3.4	Selection from H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4

# FRENCH CONTINUERS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of French and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of French-speaking communities will develop further.

### HSC COURSE OUTCOMES

The student:

- H1.1** uses a range of strategies to maintain communication.
- H1.2** conveys information appropriate to context, purpose and audience.
- H1.3** exchanges and justifies opinions and ideas on known topics.
- H1.4** reflects on aspects of past, present and future experience.
- H2.1** applies knowledge of language structures to create original text.
- H2.2** describes, narrates and reflects on real or imaginary experiences in the past, present or future.
- H2.3** structures and sequences ideas and information.
- H3.1** identifies and conveys the gist, main points, supporting points and detailed items of specific information.
- H3.2** summarises, interprets and evaluates information.
- H4.1** recognises and employs language appropriate to different social contexts.
- H4.2** identifies values, attitudes and beliefs of cultural significance.
- H4.3** reflects upon significant aspects of language and culture.

# FRENCH CONTINUERS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 4 or 5	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3 Week 3 / 4
			Task: Semester 1 Exam	Task: Speaking / Presentation	Task: Various On-Going In Class	Task: HSC Trial Exam
1 & 2	Reading	40%	10%		15%	15%
3	Writing	15%	5%		5%	5%
1 & 4	Speaking	20%	5%	10%		5%
3	Listening	25%	5%		10%	10%
<b>TASK VALUE 100%</b>			<b>25%</b>	<b>10%</b>	<b>30%</b>	<b>35%</b>
<b>Syllabus Outcomes assessed by the Task</b>			ALL	1.1, 1.2, 1.3, 1.4, 2.2, 2.3	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 4.3	ALL

# FRENCH EXTENSION

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The organisational focuses of the French Extension course are the three themes –

- the impact of social class
- issues of tolerance
- relationships

A number of issues that exemplify aspects of the themes are prescribed for study. Students engage with the issues through the study of the prescribed text 'Neuilly sa M'ere!'

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text.
- creating original text in response to aspects of the prescribed text.
- identifying meaning and how it is conveyed in the prescribed text.
- evaluating linguistic and cultural features of the prescribed text.
- analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of French and Francophone communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

### HSC COURSE OUTCOMES

#### Objectives:

The student will

1. present and discuss opinions, ideas and points of view in French.
2. evaluate, analyse and respond to text that is in French and that reflects the culture of Francophone communities.

#### Outcomes:

The student:

- H1.1** discusses attitudes, opinions and ideas in French
- H1.2** formulates and justifies a written or spoken argument in French.
- H2.1** evaluates and responds to text personally, creatively and critically.
- H2.2** analyses how meaning is conveyed.
- H2.3** analyses the social, political, cultural and / or literary contexts of text that is in French.

# FRENCH EXTENSION

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 8	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3 Week 3 / 4
			Task: Semester 1 Exam	Task: Monologue	Task: Various On-Going In Class	Task: HSC Trial Exam
2	Analysis of written text	30%	10%		10%	10%
1	Writing	30%	10%		10%	10%
1	Speaking	20%	5%	10%		5%
2	Response to French written text	20%	5%		10%	5%
<b>TASK VALUE 100%</b>			<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	All

# GENERAL 1 MATHEMATICS

## 2 UNIT COURSE HSC COURSE STRUCTURE

The purpose of General 1 Mathematics course is to provide an appropriate mathematical background for students who wish to enter occupations that require the use of basic mathematical and statistical techniques. The General Mathematics course focuses on mathematical skills and techniques that have direct application to every day activity.

Year 11	Preliminary Mathematics General (BDC)	
Year 12	HSC Mathematics General 1 (CEC)	HSC Mathematics General 2 (BDC)

The **Preliminary Mathematics General** course, the HSC Mathematics General 1 course and the HSC Mathematics General 2 course are highly contextualised. The Preliminary Mathematics General course contains the five Strands as well as two Focus Studies: Mathematics and Communication, and Mathematics and Driving.

The **HSC Mathematics General 1** course has been written to meet the needs of students who have demonstrated a **basic competence** in the Preliminary Mathematics General course. The four Focus Studies within the course – Mathematics and Design, Mathematics and Household Finance, Mathematics and the Human Body, and Mathematics and Personal Resource Usage – have been designed for two-thirds of the course time. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for concurrent HSC studies, such as in vocational education and training courses, other practically oriented courses, and some humanities courses, and for vocational pathways, in the workforce or in further training.

### Assessment:

There will be 4 assignments that assess the General 1 Mathematics course components. Up to 30% of internal assessment may be based upon the General Mathematics Preliminary course. There is NO HSC examination in this course

## HSC COURSE OUTCOMES

### A student:

**MG1H-1** uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts

**MG1H-2** analyses representations of data in order to make predictions

**MG1H-3** makes predictions about everyday situations based on simple mathematical models

**MG1H-4** analyses simple two-dimensional and three-dimensional models to solve practical problems

**MG1H-5** interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units

**MG1H-6** makes informed decisions about financial situations likely to be encountered post-school

**MG1H-7** develops and carries out simple statistical processes to answer questions posed

**MG1H-8** solves problems involving uncertainty using basic counting techniques

**MG1H-9** chooses and uses appropriate technology to organise information from a range of practical and everyday contexts

**MG1H-10** uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others

### Values and attitude

#### A student:

**MG1H-VA** appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

# GENERAL 1 MATHEMATICS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Assignment	Task: Assignment	Task: Assignment	Task: Assignment
MG1: H-1, H-4, H-5, H-7, H-8, H-9	Concepts, skills and techniques	50%	20%	10%	10%	10%
MG1: H-1, H-2, H-3, H-5, H-6, H-10	Reasoning and communication	50%	5%	15%	15%	15%
<b>TASK VALUE 100%</b>			25%	25%	25%	25%
<b>Syllabus Outcomes assessed by the Task</b>			MG1: H-4, H-5, H-9, H-10	MG1: H-3, H-4, H-6, H-9, H-10	MG1: H-1, H-2, H-3, H-7, H-8, H-9, H-10	MG1: H-5, H-6, H-9, H-10

# GENERAL 2 MATHEMATICS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The purpose of General 2 Mathematics 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 General Mathematics course focuses on mathematical skills and techniques that have direct application to every day activity.

Year 11	Preliminary Mathematics General (BDC)	
Year 12	HSC Mathematics General 1 (BEC)	HSC Mathematics General 2 (BDC)

The **Preliminary Mathematics General** course, the HSC Mathematics General 1 course and the HSC Mathematics General 2 course are highly contextualised. The Preliminary Mathematics General course contains the five Strands as well as two Focus Studies: Mathematics and Communication, and Mathematics and Driving.

The **HSC Mathematics General 2** course has been written on the assumption that students have demonstrated a **high level of competence** in the Preliminary Mathematics General course. The two Focus Studies within the course – Mathematics and Health, and Mathematics and Resources – have been designed for one-third of the course time. The course provides students with the opportunity to develop an understanding of and competence in further aspects of mathematics through a large variety of real-world applications for a range of concurrent HSC studies, such as in the life sciences, the humanities and business studies. The course also provides a strong foundation for vocational pathways, in the workforce and in further training, and for university courses in the humanities, nursing and paramedical sciences.

#### Assessment:

There will be 3 assessment tasks that assess the General 2 Mathematics course components. Up to 30% of internal assessment may be based upon the General Mathematics Preliminary course.

The HSC examination will consist of a 2.5-hour examination (plus 5 minutes reading time) containing two sections with a total of 100 marks. The examination will be based mainly on the General 2 Mathematics HSC course and the General Mathematics Preliminary course will be assumed knowledge.

A formula and data sheet will be provided with the examination paper.

#### Section I 25 marks

- There will be objective-response questions to the value of 25 marks.

#### Section II 75 marks

- There will be five questions.
- All questions will be worth 15 marks.
- Each question will consist of a number of short-answer parts

## HSC COURSE OUTCOMES

### A student:

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

### Values and attitudes

#### A student:

- MG2H-VA** appreciates the importance of mathematics in everyday life and its usefulness in contributing to society

# GENERAL 2 MATHEMATICS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Assignment	Task: Mid - Course Exam	Task: In Class Task	Task: Trial Exam
MG2: H-1, H-4, H-5, H-7, H-8, H-9	Concepts, skills and techniques	50%	10%	10%	10%	20%
MG2: H-1, H-2, H-3, H-5, H-6, H-10	Reasoning and communication	50%	5%	15%	10%	20%
<b>TASK VALUE 100%</b>			15%	25%	20%	40%
<b>Syllabus Outcomes assessed by the Task</b>			MG2: H-1, H-2, H-3, H-5, H-7, H-9, H-10	MG2: H-1, H-2, H-3, H-4, H-5, H-6, H-7, H-8, H-9, H-10	MG2: H-1, H-2, H-3, H-4, H-5, H-6, H-7, H-8, H-9, H-10	MG2: H-1, H-2, H-3, H-4, H-5, H-6, H-7, H-8, H-9, H-10

# GEOGRAPHY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

- Ecosystems at Risk 33.3% of course time
- Urban Places 33.3% of course time
- People and Economic Activity 33.3% of course time

### HSC COURSE OUTCOMES

The student:

- H1** explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity.
- H2** explains the factors which place ecosystems at risk and the reasons for their protection.
- H3** analyses contemporary urban dynamics and applies them in specific contexts.
- H4** analyses the changing spatial and ecological dimensions of an economic activity.
- H5** evaluates environmental management strategies in terms of ecological sustainability.
- H6** evaluates the impacts of, and responses of people to, environmental change.
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources.
- H9** evaluates geographical information and sources for usefulness, validity and reliability.
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse the integrate data in geographical contexts.
- H11** applies mathematical ideas and techniques to analyse geographical data.
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.

# GEOGRAPHY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Ecosystem Simulation	Task: Mid - Course Exam	Task: Fieldwork Urban	Task: HSC Trial Exam
H1, H2, H3, H4, H5, H6, H7, H8, H9	Geographical Research	20%	10%		10%	
H1, H2, H3, H4, H5, H6, H7, H8, H9	Interpretation of Geographic Stimulus	30%	10%	10%		10%
H10, H11, H12, H13	Geographic Writing	40%		15%	5%	20%
H8, H9, H10	Fieldwork	10%			10%	
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H3, H4, H7, H8, H9, H20, H12, H13	H1, H2, H5, H6, H7, H8, H9, H11, H12, H13	H2, H5, H6, H7, H8, H9, H10, H12, H13	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13

# HISTORY – EXTENSION

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

**Part I:** What is history? A source book of readings and a case study are used to investigate this question.

**Part II:** History project: an individual research project.

### HSC COURSE OUTCOMES

A student:

- E1.1** analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches.
- E2.1** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches.
- E2.2** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues.
- E2.3** constructs a historical position about an area of historical inquiry and discusses and challenges other positions.

# HISTORY - EXTENSION

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
			Date Given: Term 4 / Term 2	Date Given: Term 1	Date Given: Term 3 / 4
			Task: The Proposal / The Project - Synopsis - Essay - Bibliography - Process Log	Task: Mid - Course Exam	Task: HSC Trial Exam
E1.1	Part I: What is History?  Part I: Case Study	20%		10%	10%
E2.1, E2.2, E2.3	Part II: The Project	80%	10% / 70%		
<b>TASK VALUE 100%</b>			<b>80%</b>	<b>10%</b>	<b>10%</b>
<b>Syllabus Outcomes assessed by the Task</b>			E2.1, E2.2, E2.3	E1.1, E2.2	E1.1

# INDUSTRIAL TECHNOLOGY

- Multimedia Industries
- Timber Products & Furniture Industries
- Graphics Technologies

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

Both the Preliminary and HSC courses are organised around four sections:

1. Industry Study
2. Design, Management and Communication
3. Production
4. Industry Related Manufacturing Technology

The HSC Course consists of the development of a major project and industry study.

### HSC COURSE OUTCOMES

A student:

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

# INDUSTRIAL TECHNOLOGY

— Multimedia Industries

— Timber Products and Furniture Industries

— Graphics Technologies

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components		HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
				Date Given: Term 4 Week 10	Date Given: Term 1 Week 8	Date Given: Term 3 Week 1	Date Given: Term 3 Week 3 / 4
				Task: Major Project Development	Task: MDP Development and Planning/Management	Task: MDP Construction Skills	Task: HSC Trial Exam
H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1	MAJOR PROJECT	Design, Management and Communication	30%	10%	10%	10%	
H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.2, H6.2		Production	30%	5%	10%	15%	
H1.1, H1.2, H1.3, H3.3, H4.1, H4.2, H5.1, H6.1, H6.2, H7.1, H7.2	Industry Related Manufacturing Technology Industry Study		40%	5%	10%	5%	20%
<b>TASK VALUE 100%</b>				<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>
<b>Syllabus Outcomes assessed by the Task</b>				H1.2, H3.1, H4.2, H5.1, H7.2	H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.2	H2.1, H3.2, H4.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H4.3, H7.1, H7.2

# INFORMATION PROCESSES & TECHNOLOGY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

- Project Management (20%)
- Information Systems and Databases (20%)
- Communication Systems (20%)
- Two Option Strands (40%)
  - Transaction Processing Systems
  - Multimedia Systems

### HSC COURSE OUTCOMES

A student:

- H1.1** applies and explains an understanding of the nature and function of information technologies to a specific practical situation.
- H1.2** explains and justifies the way in which information systems relate to information processes in a specific context.
- H2.1** analyses and describes a system in terms of the information processes involved.
- H2.2** develops and explains solutions for an identified need which addresses all of the information processes.
- H3.1** evaluates and discusses the effect of information systems on the individual, society and the environment.
- H3.2** demonstrates and explains ethical practice in the use of information systems, technologies and processes.
- H4.1** proposes and justifies ways in which information systems will meet emerging needs.
- H5.1** justifies the selection and use of appropriate resources and tools to effectively develop and manage projects.
- H5.2** assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices.
- H6.1** analyses situations, proposes and then identifies a need and develops solutions.
- H6.2** selects justifies and then applies a methodical approach to planning, designing or implementing a solution.
- H7.1** implements and explains effective management techniques.
- H7.2** uses methods to thoroughly document the development of individual and/or group projects.

# INFORMATION PROCESSES AND TECHNOLOGY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which relate to the Components	HSC Syllabus Component	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3	
			Task: Case Study	Task: Mid - Course Exam	Task: Project	Task: HSC Trial	
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Project Management	20%	5%	5%	5%	5%	20%
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Information Systems & Databases	20%		5%	10%	5%	20%
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Communication systems	20%	10%	5%		5%	20%
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Transaction Processing Systems	20%		5%	5%	10%	20%
H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	Multimedia	20%			10%	10%	20%
<b>TASK VALUE 100%</b>			15%	20%	30%	35%	100%
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H1.2, H2.1, H2.2, H3.1	H1.2, H2.1, H3.1, H4.1, H5.2, H6.1	H2.2, H5.1, H6.1, H6.2, H7.1, H7.2	H1.2, H2.1, H3.1, H4.1, H5.2, H6.1	

# ITALIAN BEGINNERS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

#### PRELIMINARY COURSE

The Preliminary Course develops students' knowledge and understanding of Italian through communicative tasks across a range of themes and topics.

#### HSC COURSE

In the HSC Course, students will continue to develop their knowledge and understanding of Italian through communicative tasks across a range of themes and topics.

### HSC COURSE OUTCOMES

The following outcomes are derived from the communication objectives:

A student –

#### **Interacting**

- H1.1** Establishes and maintains communication in Italian
- H1.2** Manipulates linguistic structures to express ideas effectively in Italian
- H1.3** Sequences ideas and information
- H1.4** Applies knowledge of the culture of Italian speaking communities to interact appropriately

#### **Understanding Texts**

- H2.1** Understands and interprets information in texts using a range of strategies
- H2.2** Conveys the gist of and identifies specific information in texts
- H2.3** Summarises the main points of a text
- H2.4** Draws conclusions from or justifies opinion about a text
- H2.5** Identifies the purpose, context, and audience of a text
- H2.6** Identifies and explains aspects of Italian speaking communities in texts

#### **Producing texts**

- H3.1** Produces texts appropriate to audience, purpose and context.
- H3.2** Structures and sequences ideas and information
- H3.3** Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- H3.4** Applies knowledge of the culture of Italian - speaking communities to the production of texts

# ITALIAN BEGINNERS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 7	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3
			Task: Mid-Course Examination	Task: Speaking / Writing / Presentation	Task: Various	Task: End of Course Examination
H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	Understanding Texts - Reading	30%	10%		10%	10%
H2.1, H2.2, H2.3, H2.4, H2.5, H2.6	Understanding Texts - Listening	30%	10%		10%	10%
H3.1, H3.2, H3.3, H3.4	Producing Texts - written	20%	5%	5%	5%	5%
H1.1, H1.2, H1.3, H1.4	Interacting - spoken	20%	5%	5%		10%
<b>TASK VALUE 100%</b>			<b>30%</b>	<b>10%</b>	<b>25%</b>	<b>35%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H1.2, H1.3, H1.4, 2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	Selection from: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4

# ITALIAN CONTINUERS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Italian and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Italian-speaking communities will develop further.

### HSC COURSE OUTCOMES

The student:

- H1.1** uses a range of strategies to maintain communication.
- H1.2** conveys information appropriate to context, purpose and audience.
- H1.3** exchanges and justifies opinions and ideas on known topics.
- H1.4** reflects on aspects of past, present and future experience.
- H2.1** applies knowledge of language structures to create original text.
- H2.2** describes, narrates and reflects on real or imaginary experiences in the past, present or future.
- H2.3** structures and sequences ideas and information.
- H3.1** identifies and conveys the gist, main points, supporting points and detailed items of specific information.
- H3.2** summarises, interprets and evaluates information.
- H4.1** recognises and employs language appropriate to different social contexts.
- H4.2** identifies values, attitudes and beliefs of cultural significance.
- H4.3** reflects upon significant aspects of language and culture.

# ITALIAN CONTINUERS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 6	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3 Week 3 / 4
			Task: Semester 1 Exam	Task: PowerPoint Presentation	Task: Various Journal On-Going	Task: HSC Trial
1 & 2	Reading	40%	10%		15%	15%
3	Writing	15%	5%		5%	5%
1 & 4	Speaking	20%	5%	10%		5%
3	Listening	25%	5%		10%	10%
<b>TASK VALUE 100%</b>			<b>25%</b>	<b>10%</b>	<b>30%</b>	<b>35%</b>
<b>Syllabus Outcomes assessed by the Task</b>			ALL	1.1, 1.2, 1.3, 1.4, 2.2, 2.3	2.2, 2.3, 3.1, 3.2, 3.3	ALL

# ITALIAN EXTENSION

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The organisational focus of the Italian Extension course is the theme - the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed film text “Rosso come il Cielo” text and related texts.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text.
- creating original text in response to aspects of the prescribed text.
- identifying meaning and how it is conveyed in the prescribed text.
- evaluating linguistic and cultural features of the prescribed text.
- analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of Italian and Italian-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

### HSC COURSE OUTCOMES

#### Objectives:

The student will

1. present and discuss opinions, ideas and points of view in Italian.
2. evaluate, analyse and respond to text that is in Italian and that reflects the culture of Italian-speaking communities.

#### Outcomes:

The student:

- H1.1** discusses attitudes, opinions and ideas in Italian
- H1.2** formulates and justifies a written or spoken argument in Italian.
- H2.1** evaluates and responds to text personally, creatively and critically.
- H2.2** analyses how meaning is conveyed.
- H2.3** analyses the social, political, cultural and/or literary contexts of text that is in Italian.

# ITALIAN EXTENSION

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 2	Task 3	Task 4	Task 5
			Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 8	Date Given: Term 3 Week 8 Last Submission	Date Given: Term 3 Week 3 / 4
			Task: Semester 1 Exam	Task: Monologue Presentation	Task: Various On-Going	Task: HSC Trial
2	Analysis of text written in Italian	30%	10%		10%	10%
1	Writing	30%	5%	5%	10%	10%
1	Speaking	20%	5%	5%	5%	5%
2	Response to text written in Italian	20%	5%		5%	10%
<b>TASK VALUE 100%</b>			<b>25%</b>	<b>10%</b>	<b>30%</b>	<b>35%</b>
<b>Syllabus Outcomes assessed by the Task</b>			1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3

# LEGAL STUDIES

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

Part I	Crime	<i>(30% of course time)</i>
Part II	Human Rights	<i>(20% of course time)</i>
Part III	Options: Focus Studies	<i>(50% of course time)</i>

### HSC COURSE OUTCOMES

A student:

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

# LEGAL STUDIES

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Research/Case or Issue Analysis	Task: Mid - Course Exam	Task: Research Essay on Focus Study	Task: HSC Trial Exam
H3, H4, H5, H6, H7	Investigation and Research	20%	10%		10%	
H8, H9, H10	Communication	20%	5%	5%	5%	5%
H1, H2, H3, H4, H5, H6, H7	Knowledge and Understanding	60%	10%	20%	10%	20%
<b>TASK VALUE 100%</b>			<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H4, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7	H3, H4, H8, H9, H10	H1, H2, H3, H4, H6, H7

# MATHEMATICS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The purpose of Mathematics is to give students an understanding of and competence in some further aspects of mathematics which are applicable to the real world.

### HSC COURSE OUTCOMES

A student:

- H1** seeks to apply mathematical techniques to problems in a wide range of practical contexts.
- H2** constructs arguments to prove and justify results.
- H3** manipulates algebraic expressions involving logarithmic and exponential functions.
- H4** expresses practical problems in mathematical terms based on simple given models.
- H5** applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.
- H6** uses the derivative to determine the features of the graph of a function.
- H7** uses the features of a graph to deduce information about the derivative.
- H8** uses techniques of integration to calculate areas and volumes.
- H9** communicates using mathematical language, notation, diagrams and graphs.

# MATHEMATICS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Assignment	Task: Mid - Course Exam	Task: In Class Task	Task: HSC Trial Exam
H2, H3, H4, H6, H8, H9	Concepts, skills and techniques	50%	10%	10%	10%	20%
H1, H2, H4, H5, H6, H7, H8, H9	Reasoning and communication	50%	5%	15%	10%	20%
<b>TASK VALUE 100%</b>			15%	25%	20%	40%
<b>Syllabus Outcomes assessed by the Task</b>			H2, H4, H5, H6, H7, H9	H8, H9	H3, H5, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9

# MATHEMATICS - EXTENSION 1

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The purpose of Mathematics Extension is to give students a thorough understanding of, and competence in, aspects of Mathematics including many which are applicable to the real world.

### HSC COURSE OUTCOMES

A student:

- HE1** appreciates interrelationships between ideas drawn from different areas of mathematics.
- HE2** uses inductive reasoning in the construction of proofs.
- HE3** uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay.
- HE4** uses the relationship between functions, inverse functions and their derivatives.
- HE5** applies the chain rule to problems including those involving velocity and acceleration as functions of displacement.
- HE6** determines integrals by reduction to a standard form through a given substitution.
- HE7** evaluates mathematical solutions to problems and communicates them in an appropriate form.

# MATHEMATICS – EXTENSION 1

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
			Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Mid - Course Exam	Task: Assignment	Task: HSC Trial Exam
HE2, HE3, HE4, HE5, HE6, HE7	Concepts, skills and techniques	50%	15%	15%	20%
HE2, HE3, HE4, HE5, HE7	Reasoning and communication	50%	20%	10%	20%
<b>TASK VALUE 100%</b>			<b>35%</b>	<b>25%</b>	<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>			HE2, HE3, HE6, HE7	HE2, HE7	HE2, HE3, HE4, HE5, HE6, HE7

# MATHEMATICS - EXTENSION 2

## 1 UNIT COURSE

### HSC COURSE STRUCTURE

The syllabus is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject. The course offers a suitable preparation for study of mathematics at Tertiary level.

### HSC COURSE OUTCOMES

A student:

- E1** appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems.
- E2** chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings.
- E3** uses the relationship between algebraic and geometric representations of complex numbers and of conic sections.
- E4** uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials.
- E5** uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion.
- E6** combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions.
- E7** uses the techniques of slicing and cylindrical shells to determine volumes.
- E8** applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems.
- E9** communicates abstract ideas and relationships using appropriate notion and logical argument.

# MATHEMATICS – EXTENSION 2

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 3
			Task: Assignment	Task: Mid - Course Exam	Task: HSC Trial Exam
E2, E3, E4, E5, E6, E7, E8	Concepts, skills and techniques	50%	15%	15%	20%
E2, E3, E5, E7, E8, E9	Reasoning and communication	50%	10%	20%	20%
<b>TASK VALUE 100%</b>			25%	35%	40%
<b>Syllabus Outcomes assessed by the Task</b>			E2, E3, E6,E9	E2, E3, E4, E6, E9	E2, E3, E4, E5, E6, E7, E8, E9

# MODERN HISTORY

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

Students are required to study Parts I, II and III of the course.

- Part I: Core Study: World War I 1914 – 1919: A source-based study – 25%  
Part II: ONE National Study - 25%  
Part III: Personalities in the Twentieth Century – 25%  
Part IV: ONE International Study in Peace and Conflict - 25%

### HSC COURSE OUTCOMES

#### Students:

- H1.1** describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies  
**H1.2** analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies  
**H2.1** explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century  
**H3.1** ask relevant historical questions  
**H3.2** locate, select and organise relevant information from different types of sources  
**H3.3** analyse and evaluate sources for their usefulness and reliability  
**H3.4** explain and evaluate differing perspectives and interpretations of the past  
**H3.5** plan and present the findings of historical investigations, analysing and synthesising information from different types of sources  
**H4.1** use historical terms and concepts appropriately  
**H4.2** communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

#### Students learn to:

- ask relevant historical questions
- locate, select and organise information from different types of sources, including ICT, to describe and analyse relevant features and issues
- describe and analyse the origins of conflict in the relevant study
- analyse the major events and issues in the development of the conflict
- describe and evaluate the role of key individuals and groups during the conflict
- evaluate the success of attempts to resolve the conflict
- evaluate the usefulness and reliability of sources
- account for and assess differing perspectives and interpretations of the conflict
- present the findings of investigations on aspects of the conflict, analysing and synthesising information from different types of sources
- communicate an understanding of relevant features and issues using appropriate and well-structured oral and/or written and/or multimedia forms including ICT.

# MODERN HISTORY

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Core: World War 1 Source Based	Task: Mid - Course Examination	Task: International Study Research + In Class	Task: HSC Trial Examination
H1.1, H1.2, H2.1	Knowledge and understanding of the course content	40%	5%	15%	5%	15%
H3.2, H3.3, H3.4	Source based Skills	20%	10%	5%		5%
H3.1, H3.5	Historical inquiry and research	20%	5%		15%	
H4.1, H4.2	Communication of historical understanding in appropriate forms	20%		5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H3.3, H3.4, H4.1, H4.2	H1.1, H1.2, H2.1, H3.3, H4.1, H4.2	H3.1, H3.2, H3.4, H3.5, H4.2	H1.1, H1.2, H2.1, H3.3, H4.1, H4.2

# MUSIC 1

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

Students will study at least THREE topics from the wide topic choices available. The topics must be:

either

- THREE topics that are different from those studied in the Preliminary course

or

- TWO topics that are different from those studied in the Preliminary course and ONE topic from the Preliminary course that shows greater depth of understanding, explores new repertoire and includes a comparative study.

### HSC COURSE OUTCOMES

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

- H1** performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- H2** reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- H3** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied.
- H4** articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- H5** critically evaluates and discusses performances and compositions.
- H6** critically evaluates and discusses the use of concepts of music in works representative of the topics studied and through wide listening.
- H7** understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied.
- H8** identifies, recognises, experiments with, and discusses the use and effects of technology in music.
- H9** performs as a means of self-expression and communication.
- H10** demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H11** demonstrates a willingness to accept and use constructive criticism.

# MUSIC 1

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 9	Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 8	Date Given: Term 3 Week 3 / 4
			Task: Examination - Core Composition Portfolio Core Musicology Viva and Portfolio	Task: Core Performance Recording and Score, Aural Paper	Task: Presentation of three electives - Procedure Day including Portfolios/Journals	Task: HSC Trial - Aural paper, Presentation of three electives, Performa
H1, H2, H7, (H9, H10, H11)	Performance Core	10%		5%		5%
H2, H3, H5, H7, H8 (H10, H11)	Composition Core	10%	10%			
H2, H4, H5, H6, H7, H8 (H10, H11)	Musicology Core	10%	10%			
H4, H6 (H10, H11)	Aural Core	25%		10%		15%
H1, H2, H3, H4, H5, H6, H7, H8 (H9, H10, H11)	Electives	45%			18%	27%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>15%</b>	<b>18%</b>	<b>47%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1, H2, H4, H5, H6, H7, H8	H2, H3, H5, H7, H8	(Pending elective choices)	H1, H2, H3, H4, H5, H6, H7, H8

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

#### **Core Strands** (60% total)

- Health Priorities in Australia (30%)
- Factors Affecting Performance (30%)

#### **Options** (40% total)

Select two of the following options:

- The Health of Young People (20%)
- Sport and Physical Activity in Australian Society (20%)
- Sports Medicine (20%)
- Improving Performance (20%)
- Equity and Health (20%)

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date Given: Term 4 Week 8	Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 5	Date Given: Term 3 Week 3 / 4
		Task: Sports Injury Management	Task: Mid - Course Exam	Task: Design and application of a training programme	Task: Trial HSC examination
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• factors that affect health</li> <li>• the way the body moves</li> </ul>	40%	10%	10%	10%	10%
Skills in: <ul style="list-style-type: none"> <li>• influencing personal and community health</li> <li>• taking action to improve participation and performance in physical activity</li> </ul>	30%	10%	5%	5%	10%
Skills in critical thinking, research and analysis	30%	5%	5%	10%	10%
<b>TASK VALUE 100%</b>		<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>		H17, H13	H1-H5, H7-H11, H14-H17	H8, H10, H16	H1-H5, H7-H11, H13-H17

# PHYSICS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course builds upon the Preliminary course. The HSC course incorporates the study of:

#### The Core including:

- Space
- Motors and Generators
- From Ideas to Implementation

#### Options including any one of the following:

- Geophysics
- Medical Physics
- Astrophysics
- From Quanta to Quarks
- The Age of Silicon

### HSC COURSE OUTCOMES

A student:

- H1** evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2** analyses the ways in which models, theories and laws in physics have been tested and validated.
- H3** assesses the impact of particular advances in physics on the development of technologies.
- H4** assesses the impact of applications of physics on society and the environment.
- H5** identifies possible future directions of physics research.
- H6** explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity.
- H7** explains the effect of energy transfers and transformation.
- H8** analyses wave interactions and explains the effects of those interactions.
- H9** explains the effects of electric, magnetic and gravitational fields.
- H10** describes the nature of electromagnetic radiation and matter in terms of the particles and forces involved.
- H11** justifies the appropriateness of a particular investigation plan.
- H12** evaluates ways in which accuracy and reliability could be improved in investigations.
- H13** uses terminology and reporting appropriately and successfully to communicate information and understanding.
- H14** assesses the validity of conclusions drawn from gathered data and information.
- H15** explains why an investigation is best undertaken individually or by a team.
- H16** justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

# PHYSICS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 6	Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 10	Date Given: Term 3 Week 3 / 4
			Task: Practical Task	Task: Semester 1 Test	Task: Open Ended Investigation	Task: Final Examination
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Knowledge and understanding	40%		15%	5%	20%
H11, H12, H13, H14, H15, H16	Skills in planning and conducting First Hand Investigations and in communicating information and understanding based on these investigations	30%	10%		20%	
H11, H12, H13, H14, H15, H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30%	10%	5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H11.3, H12.2, H12.4, H13.1, H14.1, H14.2, H14.3	H1, H2, H3, H6, H7, H8, H9, H10, H13, H15	H1, H2, H3, H4, H5, H11.1, H11.2, H12.1, H12.2, H12.3, H12.4, H13.1, H14.1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H15, H16

# SENIOR SCIENCE

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

The HSC course incorporates the study of:

The core which includes:

- Lifestyle Chemistry
- Medical Terminology
- Information Systems

The option comprising any ONE of the following:

- Polymers
- Preservatives and additives
- Pharmaceuticals
- Disasters
- Space science

### HSC COURSE OUTCOMES

A student:

- H1** discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking.
- H2** applies the processes that are used to test and validate models, theories and laws, to investigations.
- H3** assesses the contribution of scientific advances on the development of technologies.
- H4** assesses the impacts of science on society and the environment.
- H5** describes possible future directions of scientific research.
- H6** describes uses of the Earth's resources.
- H7** identifies effects of internal and external environmental changes on the human body.
- H8** relates the properties of chemicals to their use.
- H9** relates the structure of body organs and systems to their function.
- H10** discusses ways in which different forms of energy and energy transfers and transformations are used.
- H11** justifies the appropriateness of a particular investigation plan.
- H12** evaluates ways in which accuracy and reliability could be improved in investigations.
- H13** uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14** assess the validity of conclusions from gathered data and information.
- H15** explains why an investigation is best undertaken individually or by a team.
- H16** justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science.

# SENIOR SCIENCE

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4 Week 6	Date Given: Term 1 Week 8 / 9	Date Given: Term 2 Week 10	Date Given: Term 3 Week 3 / 4
			Task: Practical Task	Task: Mid - Course Exam	Task: Open Ended Investigation	Task: HSC Trial Exam
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	Knowledge and Understanding	40%		15%	5%	20%
H11, H12, H13, H14, H15, H16	Skills in planning and conducting First-Hand Investigations and in communicating information and understanding based on these investigations	30%	10%		20%	
H11 - H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30%	10%	5%	5%	10%
<b>TASK VALUE 100%</b>			<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H11.3, H12.2, H12.4, H13.1, H14.1, H14.2, H14.3	H1, H2, H3, H6, H7, H8, H9, H10, H13, H15	H1, H2, H3, H4, H5, H11.1, H11.2, H12.1, H12.2, H12.3, H12.4, H13.1, H14.1	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13, H15, H16

# SOCIETY AND CULTURE

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

#### HSC Course

Core:

- Personal Interest Project (30% of course time)
- Social and Cultural Continuity and Change (30% of course time)

Depth Studies (40% of course time)

TWO to be chosen from the following:

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-Conformity

The Personal Interest Project is submitted at the end of Term 2 and constitutes 40% of the HSC mark.

### HSC COURSE OUTCOMES

A student:

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

# SOCIETY & CULTURE

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
			Date Given: Term 4	Date Given: Term 1	Date Given: Term 2	Date Given: Term 3
			Task: Personal Interest Project Research – Oral Presentation	Task: Mid - Course Examination	Task: Personal Interest Project (PIP) Submission for Final Proof Reading	Task: Trial Examination
H1, H2, H3, H4, H5	Knowledge and understanding of the course content	50%		20%		30%
H6, H7, H8	Application and evaluation of social and cultural research methodologies	30%	20%	10%		
H9, H10	Communication of information, ideas and issues in appropriate forms	20%	5%	5%		10%
<b>TASK VALUE 100%</b>			<b>25%</b>	<b>35%</b>		<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H4, H6, H8, H9, H10	H1, H2, H3, H4, H5, H7, H10	H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H7, H10

# TEXTILES & DESIGN

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

This course covers extended aspects of the following:

- Design (20%)
- Properties and Performance of Textiles (20%)
- Australian Textile, Clothing, Footwear and Allied Industries (10%)

In addition there is a Major Textiles Project (50%)

### HSC COURSE OUTCOMES

A student:

- H1.1** critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project.
- H1.2** designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements.
- H1.3** identifies the principles of colouration for specific end-uses.
- H2.1** communicates design concepts and manufacturing specifications to both technical and non-technical audiences.
- H2.2** demonstrates proficiency in the manufacture of a textile item/s.
- H2.3** effectively manages the design and manufacture of a Major Textiles Project to completion.
- H3.1** explains the interrelationship between fabric, yarn and fibre properties.
- H3.2** develops knowledge and awareness of emerging textile technologies.
- H4.1** justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses.
- H4.2** selects and justifies manufacturing techniques, materials and equipment for a specific end-use.
- H5.1** investigates and describes aspects of marketing in the textile industry.
- H5.2** analyses and discusses the impact of current issues on the Australia textiles industry.
- H6.1** analyses the influence of historical, cultural and contemporary developments on textiles.

# TEXTILES AND DESIGN

## HSC COURSE ASSESSMENT SCHEDULE

Component	Task 1	Task 2	Task 3	Task 4	TOTALS %
	Date Given: Term 4 Week 9	Date Given: Term 1 Week 9	Date Given: Term 2 Week 8	Date Given: Term 3 Week 3	
	Task: Presentation MTP Inspiration	Task: Mid - Course Exam	Task: Management Journal: MTP Skills Experimentation	Task: HSC (Written Exam)	
Knowledge and understanding of textiles and the textiles industry		20%		30%	50%
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	20%		30%		50%
<b>TASK VALUE 100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
<b>Syllabus Outcomes assessed by the Task</b>	H1.1, H1.2, H2.1	H5.1, H5.2, H6.1	H1.2, H2.3, H4.1, H4.2	H1.3, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1	

\* The HSC Major Textiles Project and supporting documentation will be presented for formal monitoring in  
**Week 3 and Week 7 of Term 1 and Term 2**  
**and Week 1 of Term 3.**

# VISUAL ARTS

## 2 UNIT COURSE

### HSC COURSE STRUCTURE

School-based assessment (50%) comprising:

- Development of the Body of Work; Art Criticism and Art History.

External examination (50%) comprising:

- Submission of a Body of Work; Written paper.

### HSC COURSE OUTCOMES

A student:

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

# VISUAL ARTS

## HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4	TOTALS %
			Date Given: Term 4 Week 8	Date Given: Term 1 Week 5	Date Given: Term 3 Week 8 / 9	Date Given: Term 3 Week 5	
			Task: Art Practice Critical / Historical Study	Task: Body Of Work Progress 2a Exam 2b	Task: Body of Work	Task: Exam	
H1, H2, H3, H4, H5, H6	Art Making	50%		15% Task 2a	35%		50%
H7, H8, H9, H10	Art Criticism and Art History	50%	10%	15% Task 2b		25%	50%
<b>TASK VALUE 100%</b>			<b>10%</b>	<b>30%</b>	<b>35%</b>	<b>25%</b>	<b>100%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H7, H8, H9	H2, H3, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	

# **VOCATIONAL EDUCATION AND TRAINING COURSES**

# EARLY CHILDHOOD EDUCATION AND CARE

## VOCATIONAL EDUCATION & TRAINING

### INDUSTRY CURRICULUM FRAMEWORK (240 Indicative Hours)

**Actual Framework Delivered – CHC30113 Statement of Attainment towards Certificate III in Early Childhood Education & Care**

**Number of Units** – 2 Units

**Award** – Statement of Attainment only

#### **Subject Description**

This nationally recognized qualification provides you with the skills, knowledge and experience to launch your career in childcare. Students learn to work in a range of early childhood settings within the requirements of early childhood education settings under the National Quality Standard, as well as adhering to the Education and Care Services National Regulations.

Students will gain experience and knowledge in supporting children's wellbeing, learning and development, so that they can work in a variety of workplaces, including Pre-Schools and Long Day Care Centres. This course is also a pathway that can take you into further study in teaching and early childhood education degrees at a variety of universities.

During the course students are **required to complete a minimum of 70 hours of work placement** in a licensed and registered Early Childhood Centre. The students will also

#### **Units / Competencies Contained in Stage 6**

<b>COURSE STAGE</b>	<b>COMPETENCY</b>	
Preliminary	HLTAID004	Provide an emergency first aid response in an education / child care setting
	HLTWHS001	Participate in work health and safety
	CHCECE002	Ensure the health and safety of children
	CHCECE009	Use an approved learning framework to guide practice
	CHCECE004	Promote and provide healthy food and drinks
	CHCPRT001	Identify and respond to children and young people at risk
HSC	CHCECE005	Provide care for babies and toddlers
	CHCECE003	Provide care for children
	CHCECE010	Support the holistic development of children in early childhood

## ASSESSMENT

**Assessment in VET courses is competency based, thus students in VET courses are being assessed in formal and informal contexts.** The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved. In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed industry standard — not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either **competent** or **not yet competent**. Assessment should be fair, valid and consistent.

### Assessment Tasks

#### PRELIMINARY

Task	Units	Term
<b>FIRST AID</b>	Provide an emergency first aid response in an education / child care setting	1
<b>Task 1 Scenario Task 2 Project Task 3 Audit Report</b>	Participate in work health and safety	1
<b>Task 1 Obs / Oral Q Task 2 Scenario Task 3 Journal</b>	Ensure the health and safety of children	2
<b>Task 1 Research Task 2 Portfolio Task 3 Journal</b>	Use an approved learning framework to guide practice	2
<b>Task 1 Research Task 2 Portfolio Task 3 Demo</b>	Promote and provide healthy food and drinks	3
<b>Task 1 Project Task 2 Scenario Task 3 Journal</b>	Identify and respond to children and young people at risk	3

NOTE: Assessment Tasks are for competency ONLY. The YR11 and YR12 reports will reflect whether they have achieved competency or not in the course units.

#### HSC

Task	Units	Term
<b>Task 1 Project Task 2 Scenario Task 3 Demo / Obs Task 4 Journal</b>	Provide care for babies and toddlers	4 & 5
<b>Task 1 Project Task 2 Scenario Task 3 Demo / Obs Task 4 Journal</b>	Provide care for children	4 & 5
<b>Task 1 Project Task 2 Scenario Task 3 Demo / Obs Task 4 Journal</b>	Support the holistic development of children in early childhood	6

# ENTERTAINMENT INDUSTRY

## VOCATIONAL EDUCATION & TRAINING

### INDUSTRY CURRICULUM FRAMEWORK (240 Indicative Hours)

**Actual Framework Delivered – CUA30413 Certificate III in Live Production and Services**

**Number of Units – 2 Units and ATAR**

**Award – Statement of Attainment only. Possibility of Cert III option speak to your VET teacher**

#### Subject Description

Entertainment offers training opportunities to students who are interested in anything to do with *live performance and events: concerts, theatre, lighting and sound, staging and set design* and dealing with patrons and professionals. This course will provide opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the entertainment industry, as well as skills, knowledge and experience such as teamwork, creativity and innovation that are transferable of other industry areas.

Students are required to undertake a minimum of **70** hours work placement for this course. Thirty-five of these hours will be completed on site assisting in the technical operations of College events. The remainder hours will be completed off site in which students are placed within the industry and will be undertaken in year 11. Paid work as an Australian School Based Apprentice will fulfil the work placement requirement.

This is a competency-based course. This means the students work towards the attainment of the skills and knowledge objectives to recognised industry standards. Students are progressively assessed as either 'competent' or 'not yet competent' in a range of skills in all of the 12 units (8 core and 4 elective).

#### Units / Competencies Contained in Stage 6

COURSE STAGE	COMPETENCY	
Preliminary	CUALGT301	Operate basic lighting
	CUAVSS302	Operate vision systems
	BSBWOR301	Organise personal work priorities and development
	HLTAID003	Provide First Aid
	CUAIND301	Work effectively in the creative arts industry
	CUAWHS302	Apply work health and safety practices
	CPCCOHS1001A	Work safely in the construction industry
HSC	SITXCCS303	Provide service to customers
	CUASOU301	Undertake live audio operations
	CUAPPR304	Participate in collaborative creative projects
	CUASTA202	Assist with bump in and bump out of shows
	CUASTA301	Assist with production operations for live performance

## ASSESSMENT

**Assessment in VET courses is competency based, thus students in VET courses are being assessed in formal and informal contexts.** The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved. In a competency-based course, assessment of competencies is criterion referenced. This means that a participant's performance is judged against a prescribed industry standard — not against the performance of other participants. The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either **competent** or **not yet competent**. Assessment should be fair, valid and consistent.

### Assessment Tasks

#### PRELIMINARY

Task	Units
FIRST AID	Provide first aid
WHS WHITE CARD	Work safely in the construction industry
ENT - 1	Apply work health and safety practices
ENT - 2	Operate basic lighting Operate vision systems
ENT - 3	Work effectively in the creative arts industry Organise personal work priorities and development

NOTE: Assessment Tasks are for competency ONLY. The YR11 and YR12 reports will reflect whether they have achieved competency or not in the course units.

#### HSC

Task	Units
ENT - 4	Provide service to customers Participate in collaborative projects
ENT - 5	Assist with production operations for live performance Assist with bump in and bump out of shows
ENT - 6	Undertake live audio operations

NOTE: The final HSC mark for BOSTES is obtained from the Mid-Course Examination 50% and Trial HSC Examination 50%

#### Optional HSC Examination

Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR.

# HOSPITALITY – KITCHEN OPERATIONS

## VOCATIONAL EDUCATION & TRAINING INDUSTRY CURRICULUM FRAMEWORK (240 Indicative Hours)

**Curriculum Framework Delivered** – Hospitality

**Training Package** -SIT20312 **Certificate II in Kitchen Operations**

**Number of Units** – 2 Units

**Award** – SIT20312 - CERTIFICATE II IN KITCHEN OPERATIONS or Statement of Attainment

This qualification is dependent on the candidate achieving all required Units of Competency.

A Statement of Attainment toward Certificate II in Kitchen Operations records successful achievement of Units of Competency.

### **Subject Description**

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, casinos, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools

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

**Employability Skills:** communication, initiative and enterprise, learning, planning and organising, problem-solving, self-management, teamwork, technology.

### **Recognition of Prior Learning**

Students may apply for Recognition of Prior Learning (RPL) by submitting current evidence of their competency against relevant units of competency.

If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

**A Minimum of 70 hours work placement is a mandatory HSC requirement within this Framework and needs to be undertaken in an appropriate hospitality work environment.**

## Units / Competencies Contained in Stage 6

COURSE STAGE	COMPETENCY – Core (C) or Elective (E)	
Preliminary	SITXFSA101	Use hygienic practices for food safety (C)
	SITXFSA201	Participate in safe food handling practices (E)
	SITXWHS101	Participate in safe work practices (C)
	SITHKOP101	Clean premises and equipment (C)
	SITHCCC101	Use food preparation equipment (C)
	SITHCCC102	Prepare simple dishes (C)
HSC	SITHFAB204	Prepare and serve espresso coffee (E)
	SITHCCC202	Produce appetisers and salads (E)
	SITHCCC103	Prepare sandwiches (E)
	SITHIND201	Source and use information on the hospitality industry (E)
	BSBWOR203	Work effectively with others (C)
	SITHCCC201	Produce dishes using basic methods of cookery (C)
	SITHCCC207	Use cookery skills effectively (C)
	SITXINV202	Maintain the quality of perishable items (C)

### ASSESSMENT

The courses within the Hospitality Curriculum Framework are competency based courses. The courses can only be delivered by a Registered Training Organisation (RTO). The BOSTES and the VET Quality Framework require that a competency based approach to assessment is used. Assessment must meet the requirements of the SIT12 Tourism, travel and Hospitality Training Package.

In a competency based course, assessment of competencies is standards-referenced. This means a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of different forms.

Competency based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

### Assessment Tasks

This Table indicates the timing for completion of units of competency for reporting at Trinity Catholic College

*KITCH 1-3* Reported at the end of Preliminary Course

Statement of Attainment issued to exiting students.

**PRELIMINARY**

<b>Task</b>	<b>Units</b>	<b>Term</b>
<b>KITCH 1</b> Task 1 Scenario Task 2 Observe Task 3 Test	SITXFSA101 - Use hygienic practices for food safety (C )	1
<b>KITCH 1</b> Task 1 Scenario Task 2 Observe Task 3 Test	SITXFSA201 - Participate in safe food handling practices (E)	1
<b>KITCH 2</b> Task 1 WB project Task 2 Obs/Oral Task 3 Test	SITXWHS101 - Participate in safe work practices (C)	2
<b>KITCH 2</b> Task 1 Workbook Task 2 Obs/Oral Task 3 Test	SITHKOP101 - Clean premises and equipment (C )	2
<b>KITCH 3</b> Task 1 Test Task 2 Project Task 3 Observe	SITHCCC101 - Use food preparation equipment (C )	3
<b>KITCH 3</b> Task 1 Test Task 2 Project Task 3 Observe	SITHCCC102 - Prepare simple dishes (C)	3
<b>Work Placement</b>	Work placement #1 - 35 hours	2 or 3

NOTE: Assessment Tasks are for competency ONLY. The YR11 and YR12 reports will reflect whether they have achieved competency or not in the course units.

**HSC**

KITCH 4-7 Reported at the end of HSC course.

## Statement of Attainment or Certificate II Qualification Issued

<b>Task</b>	<b>Units</b>	<b>Term</b>
<b>KITCH 4</b> Task 1 Observe Task 2 Test Task 3 Demo	SITHFAB204 - Prepare and serve espresso coffee (E)	4
<b>KITCH 5</b> Task 1 Portfolio Task 2 Observe Task 3 Test	SITHCCC202 - Produce appetisers and salads (E)	5
<b>KITCH 5</b> Task 1 Portfolio Task 2 Observe Task 3 Test	SITHCCC103 - Prepare sandwiches (E)	5

<b>Task</b>	<b>Units</b>	<b>Term</b>
<b>KITCH 6</b> Task 1 Portfolio Task 2 Project Task 3 Written Test	SITHIND201 - Source and use information on the hospitality industry (E)	6
<b>KITCH 8</b> Task 1 Scenario Task 2 Portfolio Task 3 Observation	BSBWOR203 - Work effectively with others (C)	6
<b>KITCH 9</b> Task 1 Written Test Task 2 Observation Task 3 Portfolio	SITHCCC201 - Produce dishes using basic methods of cookery (C)	6
<b>KITCH 10</b> Task 1 Journal	SITHCCC207 - Use cookery skills effectively (C)	6
<b>KITCH 7</b> Task 1 Observation Task 2 Written Test	SITXINV202 - Maintain the quality of perishable items (C)	7
<b>Work Placement</b>	Work placement #2 = 35 hours	6 & 7

### **Hospitality & HSC Examination**

Students who have completed the Hospitality (240 Indicative Hours) course are eligible to sit for the Hospitality HSC Examination. Students who want to sit for the Hospitality HSC exam must be entered on the BOSTES site for both the Hospitality Course and the Hospitality Exam. Please discuss this with your teacher and follow this up with the Office Of Student Learning.

Students who nominate to undertake this Examination can have their HSC exam mark contribute to their ATAR score. The Hospitality HSC exam mark can contribute up to 2 units towards a student's ATAR score.

School based Assessment for the Hospitality HSC will include Compulsory work placement written documentation and the Trial HSC Exam.

# METALS AND ENGINEERING

## VOCATIONAL EDUCATION & TRAINING

### INDUSTRY CURRICULUM FRAMEWORK – 2 UNIT (240 Indicative Hours)

**Actual Framework Delivered – MEM10105 Certificate I in Engineering**

**Number of Units – 2 Units and ATAR**

**Award – Certificate 1**

#### **Subject Description**

Metals and Engineering offers training opportunities to students who are interested in the opportunity to gain a range of skills and knowledge suitable for employment in manufacturing, engineering and related services industries.

Students are required to undertake a minimum of **70** hours work placement for this course. These hours will be completed off site in which students are placed within the industry and will be undertaken in Year 11 and Year 12 if necessary. Paid work as an Australian School Based Apprentice will fulfil the work placement requirement.

This is a competency-based course. This means the students work towards the attainment of the skills and knowledge objectives to recognised industry standards. Students are progressively assessed as either 'competent' or 'not yet competent' in a range of skills in all of the competencies

#### **Units / Competencies Contained in Stage 6**

<b>COURSE STAGE</b>	<b>COMPETENCY</b>	
Preliminary	INDUCTION	Manufacturing, engineering and related services industries induction
	MEM13014A	Apply principles of occupational health and safety in the work environment
	MEM18001C	Use hand tools
	MEM14004A	Plan to undertake a routine task
	MEM05012C	Perform routine manual metal arc welding
	MEM05004C	Perform routine oxy acetylene welding
HSC	MEM16007A	Work with others in a manufacturing, engineering or related environment
	MEM12023A	Perform engineering measurements
	MEM05005B	Carry out mechanical cutting
	MEM18002B	Use power tools/hand held operations
	MEM09002B	Interpret technical drawing
	MEM07032B	Use workshop machines for basic operations
	MEM12001B	Use comparison and basic measuring devices
	MEM15002A	Apply quality systems
	MEM15024A	Apply quality procedures
	MEM12024A	Perform computations

## ASSESSMENT

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### Assessment Tasks

#### PRELIMINARY

Task	Units
<b>Induction</b>	INDUCTION Manufacturing, engineering and related services industries induction
	MEM13014A Apply principles of occupational health and safety in the work environment
<b>Fabricated project</b>	MEM18001C Use hand tools
	MEM14004A Plan to undertake a routine task
	MEM05012C Perform routine manual metal arc welding
<b>Oxygen acetylene welding</b>	MEM05004C Perform routine oxy acetylene welding

NOTE: Assessment Tasks are for competency ONLY. The YR11 and YR12 reports will reflect whether they have achieved competency or not in the course units.

#### HSC

Task	Units
<b>Working environment</b>	MEM16007A Work with others in a manufacturing, engineering or related Environment
	MEM12023A Perform engineering measurements
	MEM05005B Carry out mechanical cutting
	MEM18002B Use power tools/hand held operations
<b>Machining</b>	MEM09002B Interpret technical drawing
	MEM07032B Use workshop machines for basic operations
<b>Toolbox</b>	MEM12001B Use comparison and basic measuring devices
	MEM15002A Apply quality systems
	MEM15024A Apply quality procedures
	MEM12024A Perform computations

NOTE: The final HSC mark for BOSTES is obtained 100% from the trial HSC Exam

#### Optional HSC Examination

Students completing this course are eligible to sit a written HSC examination, which may be used in the calculation of an ATAR.

# **CONTENT ENDORSED COURSES**

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## CONTENT ENDORSED 1 UNIT COURSE

### HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings	Task 1	Task 2
		%	Date Given:	Date Given:
		N.B. Each task is also weighted 50% knowledge and understanding and 50% skills	Term 2 Week 4	Term 3 Week 7
			Task: Diary	Task: Practical and Theory
M1, M2, M3, M4, M5, M6	Making	70%	35%	35%
CH1, CH2, CH3, CH4, CH5	Critical and Historical Studies	30%	15%	15%
<b>TASK VALUE 100%</b>			<b>50%</b>	<b>50%</b>
<b>Syllabus Outcomes assessed by the Task</b>			M1, M2, M4, M6, CH4, CH5	CH1, CH2, CH3, M3, M6, M5

# SPORT, LIFESTYLE AND RECREATION STUDIES

## CONTENT ENDORSED 1 UNIT COURSE

### HSC COURSE ASSESSMENT SCHEDULE

HSC Syllabus Outcomes which Relate to the Components	HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
			Date Given: Term 4 Week 8	Date Given: Term 1 Week 5	Date Given: Term 2 Week 8
			Task: Coaching Task	Task: Demonstration	Task: Practical Demonstration / Journal`
H1.1, H1.3, H2.1, H3.1, H3.2, H4.2, H4.5	Sports Coaching and Training	30%	30%		
H1.2, H1.3, H2.2, H3.2, H3.3, H4.1	Fitness	30%		30%	
H1.1, H1.3, H2.1, H3.1, H3.2, H4.1, H4.4	Games and Sports Applications II	40%			40%
<b>TASK VALUE 100%</b>			<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>Syllabus Outcomes assessed by the Task</b>			H1.1, H1.3, H3.1, H3.2, H4.2, H4.5	H1.3, H2.2, H3.2, H3.3, H4.1	H1.1, H1.3, H3.1, H3.2, H4.4