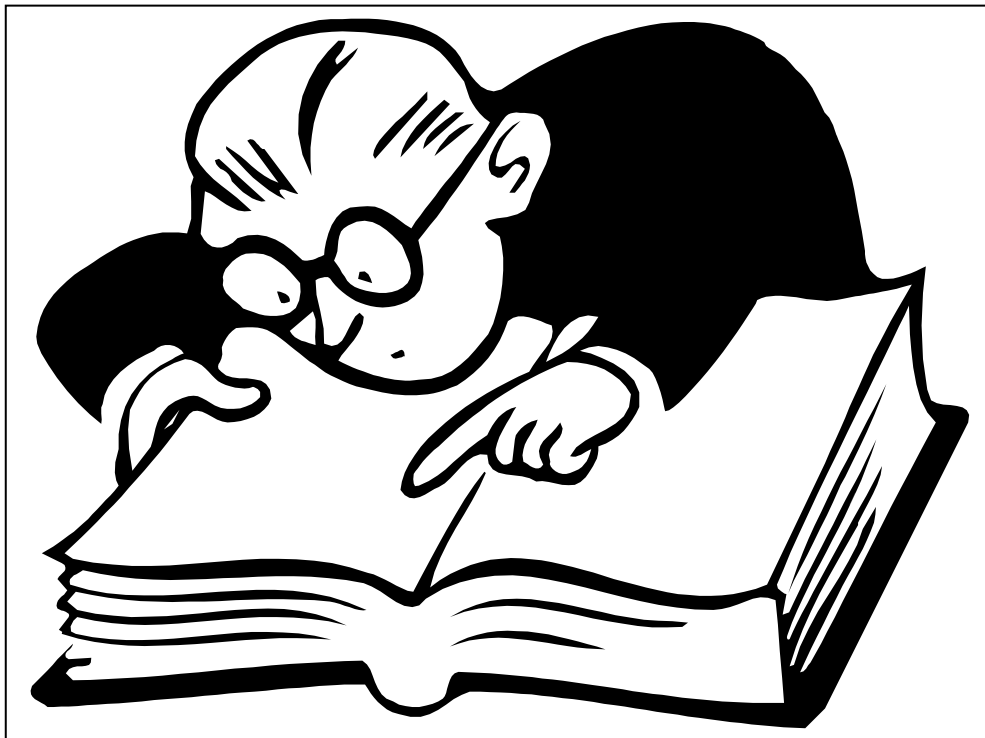




ASQUITH BOYS HIGH SCHOOL

**HSC
ASSESSMENT MANUAL
2018 - 2019**



A Message from the Principal

Congratulations on making the decision to undertake HSC studies. This is a decision that needs to be supported with hard work in class, and effectively managing your study, assessments and time over your HSC year. The best performance that you can achieve will only be successfully attained through attendance every day and dedication to doing all the necessary tasks effectively.

This book is compiled to allow you to map out your study program to effectively prepare for assessment tasks. Please remember that homework and class tasks are items that demonstrate your achievement of outcomes. The successful achievement of these tasks are just as important in the learning process as the assessment tasks, that count towards your final assessment.

Assessment is a part of the requirements of the NSW Education Standards Authority (NESA). To meet these requirements, our school has to certify that you have:

- Applied yourself to your studies to the best of your abilities with diligence and sustained effort.
- Completed all requirements in each course, including written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- Performed tasks required for the assessment program in each course in a serious manner.

It is important to be aware of the information highlighted extensively in this handbook. Discuss your plans with the people whose judgement you trust, including your teachers and parents. Be prepared to undertake the next stage of your learning with determination and a willingness to always work to achieve your personal best.

There is no luck in success only hard work, preparation and planning and a great deal of determination. All any of us expect is that you use your talent and do your personal best.

Bryce Grant
Principal

Contents

PATTERN OF STUDY REQUIREMENTS	5
STANDARDS BASED ASSESSMENT	6
ASQUITH BOYS HIGH SCHOOL HSC ASSESSMENT POLICY	7
STUDENT RESPONSIBILITIES	8
INFORMATION ABOUT ASSESSMENT TASKS	12
PLAGIARISM POLICY	13
A GLOSSARY OF KEY WORDS	14
CREATIVE & PERFORMING ARTS FACULTY	15
<i>VISUAL ARTS</i>	15
<i>DRAMA</i>	17
<i>MUSIC 1</i>	19
<i>MUSIC 2</i>	21
<i>MUSIC EXTENSION (PERFORMANCE ELECTIVE) - NOT OFFERED IN 2019</i>	23
ENGLISH FACULTY	24
<i>ENGLISH – STANDARD</i>	24
<i>ENGLISH - ADVANCED</i>	25
<i>ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)</i>	26
<i>ENGLISH EXTENSION 1 - NOT OFFERED IN 2019</i>	27
<i>ENGLISH EXTENSION 2 - NOT OFFERED IN 2019</i>	28
<i>ENGLISH STUDIES (CATEGORY B)</i>	29
MATHEMATICS FACULTY	30
<i>MATHEMATICS STANDARD 1 (CATEGORY B)</i>	30
<i>MATHEMATICS STANDARD 2</i>	31
<i>MATHEMATICS ADVANCED</i>	32
<i>MATHEMATICS EXTENSION 1</i>	33
<i>MATHEMATICS EXTENSION 2</i>	34
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION FACULTY	35
<i>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</i>	35
<i>SPORT, LIFESTYLE AND RECREATION</i>	37
SCIENCE FACULTY	38
<i>BIOLOGY</i>	38
<i>CHEMISTRY</i>	40
<i>EARTH AND ENVIRONMENTAL SCIENCE NOT OFFERED IN 2019</i>	41
<i>INVESTIGATING SCIENCE</i>	42
<i>PHYSICS</i>	43
HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE) FACULTY	44
<i>ANCIENT HISTORY</i>	44
<i>BUSINESS STUDIES</i>	45
<i>ECONOMICS</i>	46
<i>GEOGRAPHY</i>	47
<i>HISTORY EXTENSION - NOT OFFERED IN 2019</i>	48
<i>LEGAL STUDIES - NOT OFFERED IN 2019</i>	49
<i>MODERN HISTORY</i>	50
<i>SOCIETY AND CULTURE</i>	51
<i>WORK STUDIES - NOT OFFERED IN 2019</i>	53
TECHNOLOGICAL AND APPLIED STUDIES FACULTY	54
<i>DESIGN & TECHNOLOGY</i>	54
<i>ENGINEERING STUDIES</i>	55
<i>FOOD TECHNOLOGY</i>	56
<i>INDUSTRIAL TECHNOLOGY</i>	57
<i>CONSTRUCTION</i>	58
<i>HOSPITALITY (KITCHEN OPERATIONS)</i>	59
COMPUTING STUDIES FACULTY	60
<i>SOFTWARE DESIGN & DEVELOPMENT</i>	60
LANGUAGES FACULTY	61
<i>CHINESE AND LITERATURE</i>	61
<i>JAPANESE BEGINNERS - NOT OFFERED IN 2019</i>	62
<i>JAPANESE CONTINUERS - NOT OFFERED IN 2019</i>	63
FORM A – ILLNESS/MISADVENTURE REQUEST FOR CONSIDERATION FORM	65
FORM B – ILLNESS/MISADVENTURE APPEAL FORM	67

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2019 HIGHER SCHOOL CERTIFICATE

NOTE: All requirements apply to BOTH Year 11 and Year 12 study patterns for the 2019 Higher School Certificate

Do you meet the following **PATTERY OF STUDY** requirements

<input type="checkbox"/>	At least 12 units of Year 11 courses and 10 units of Year 12 courses. [Ref: Assessment Certification Examination (ACE), ACE 8005]
<input type="checkbox"/>	At least 2 units of a Board Developed Course in English in both Year 11 and Year 12.
<input type="checkbox"/>	At least 4 subjects in both Year 11 and Year 12.
<input type="checkbox"/>	At least 6 units of Board Developed Courses in both Year 11 and Year 12
<input type="checkbox"/>	At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – in both Year 11 and Year 12.
<input type="checkbox"/>	A maximum of 6 Year 11 units and 6 Year 12 units from courses in Science. [Ref: ACE 8006]
<input type="checkbox"/>	Met eligibility requirements for the English (EAL/D) course [Ref: ACE 8007]
<input type="checkbox"/>	Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002]
<input type="checkbox"/>	<p>All students undertaking Year 11 or Year 12 courses in 2019 are required to complete the ‘HSC: All My Own Work’ program (or equivalent) prior to the school’s submission of students’ 2019 Year 11 and Year 12 course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses.</p> <p>Exception: Completion of the ‘HSC: All My Own Work’ program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the ‘HSC: All My Own Work’ program for students with disability, as necessary.</p>
<input type="checkbox"/>	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001 , 8010 , 8011 , 8012 8018 VET course exclusions are available on the NESA website under Vocational Education].
<p>REMINDER</p> <p>Students seeking an Australian Tertiary Admission Rank (ATAR) in 2019 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website.</p> <ol style="list-style-type: none"> 1. NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses do not satisfy requirements for the ATAR. 2. Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PDHPE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing. 3. Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details]. 4. Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Year 11 and Year 12 entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student’s transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses]. 	

STANDARDS BASED ASSESSMENT

RAISING THE BAR

Like an athlete aiming towards a goal, a student needs to know what is required to achieve high marks. The HSC has standards: clear statements in every syllabus about what students are expected to learn and should be able to demonstrate by the end of Year 12. Knowing what the standards are will help students set and achieve their Higher School Certificate goals.

Since 2001, students completing their HSC all receive detailed reports of their exam results and school assessments for each course.

The HSC gives students, parents and future employers a better understanding of what is to be learned, how it is measured and how achievement is reported.

The HSC has:

- ✓ Standards-based courses
- ✓ Performance measured against set standards
- ✓ Clearer ways for reporting results for each course

How do the HSC courses help learning?

- ✓ An up-to-date curriculum that prepares students for further study and work
- ✓ Standards-based syllabuses that set clear expectations of what students must learn
- ✓ Courses that challenge all students to achieve their best
- ✓ New vocational education courses that help students to gain entry into skilled employment
- ✓ Work-placement that gives students on-the-job experience

How will we measure and report performance?

Standards-Referenced HSC

- ✓ Each student's achievements will be assessed and reported against known standards of performance as well as showing position in the course.
- ✓ All marks will reflect the standards achieved.
- ✓ All students who reach the minimum standard will receive a mark of 50 or more.
- ✓ There will be no predetermined number of students in each mark range.
- ✓ There will be no limit on the number of students who can reach top marks.

The HSC can help me see where I'm heading. The bands are like signposts or bars set at different heights that help me to judge how high I have to jump to reach my goals. - Student

As an employer, I need to know what a school-leaver knows and can do. This new reporting system gives me a much more comprehensive picture of a potential employee. - Employer

The fact that we don't just rank students anymore is good. The addition of Performance Bands describing what students can actually do makes it much more useful. - Teacher

ASQUITH BOYS HIGH SCHOOL HSC ASSESSMENT POLICY

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school.

The Asquith Boys High School HSC Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

Assessment procedures vary with each Higher School Certificate course.

The Higher School Certificate is assessed in two separate ways;

- 1 External examination based assessment
- 2 Internal school based assessment

External Examination Based Assessment

Students are assessed through state wide external examinations organised by the NSW Education Standards Authority (NESA) called the Higher School Certificate Examination. These examinations are conducted during October and November of each year. The results of these examinations are reported on separately for the courses studied by each student for the Higher School Certificate. The raw mark from the external examination (50%) is combined with the school internal assessment mark (50%) to create a final mark out of 100 or 50.

Life Skills students, i.e. those on a special program of study for the Higher School Certificate are not required to sit external examinations for any Life Skills subjects.

Internal or School Based Assessment

Each course of study will have a series of assessment tasks which have particular weightings for the course. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework. This includes subjects that are externally examined. To be issued a Higher School Certificate, students must have successfully completed a minimum of 12 units of study of Year 11 courses and 10 units of study of Year 12 courses.

Students are expected to make a genuine attempt at assessment tasks which total up to **more than** 50 percent of available marks. Completion of tasks adding up to a total of exactly 50 percent is not sufficient. In the case of competency based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the award of a Higher School Certificate.

Responsibilities and Procedures

Assessment Period

Each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task will be provided, in writing, **at least two weeks prior to the task.**

Method of Reporting

Two school reports will be available throughout the year. Each report will indicate for each course the cumulative assessment rank order, at that stage of the course.

At the completion of each task, students will receive the actual mark obtained for that task.

After the final Higher School Certificate paper, students will be given their rank order within the school group, for each course studied.

STUDENT RESPONSIBILITIES

1. Assessment tasks must be completed on or by the due date.

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply. (see points 7 – 9 below and Illness and Misadventure forms pages 65/67)

The following are requirements:

- Students are to attend school for the **whole day** for days on which tasks are due
- Tasks submitted on the due date by a student who is not officially at school will be subject to illness and misadventure procedures.
- Students are to attend school for the whole day to undertake an assessment task during any lesson on that day and participate in all other lessons on that day.

2. All work must be that of the student.

In the case of malpractice e.g. copying, the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal after consultation with the relevant Head Teacher. **It is mandatory for the school to report all instances of malpractice to NESAs.**

3. All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in both Year 11 and Year 12 Courses i.e. assignments, practical work, essays, topic tests, research etc. **Failure to complete set work** may place the student's Higher School Certificate in jeopardy with the possibility that the course will not appear on the student's Record of School Achievement (RoSA).

4. A genuine attempt at all tasks must be made.

Failure to make a **genuine** attempt at Assessment Tasks totalling **in excess of 50%** of the available marks will place the Higher School Certificate in jeopardy and may result in the course not appearing on the student's Record of School Achievement. Non serious attempts will be awarded a zero and NESAs 'N' warning letters will be sent. It is necessary for students to continually apply themselves with "*diligence and sustained effort to the set tasks and experiences provided in the course*" (NESAs)

Note: NESAs requires that students complete a variety of question types in examinations, so only completing the multiple choice section of an examination is deemed a non-serious attempt.

5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by NESAs. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 95% of time in the year unless ill. This means that they are present 190 days in the 200 days of a school year.

6. Work must be submitted in an appropriate form and according to an acceptable standard.

7. What do I do if I cannot hand in or complete an assessment task on time?

If a student cannot hand in or complete an assessment task at the appropriate time on the due date because of illness, a serious family incident, school representation or other known absence, they may apply to the relevant Head Teacher, using the Asquith Boys High School Illness/Misadventure Form (**Form A – see page 65**) for an extension of time or a substitute task.

8. What if I know I am going to be absent on the due date of an assessment task?

Where the absence is known in advance, Form A must be submitted in advance. Where the absence is not known in advance students must contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not hand in or complete the appropriate assessment task. The Head Teacher will explain the procedure that must be followed. The Illness/Misadventure Request for Consideration Form must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period). It is important to note, that **family holidays are not considered an acceptable reason for not completing assessment tasks**. For illness and misadventure incidents a Doctor's Certificate and/or detailed written explanation or other documentation, e.g. death notice, by parents/carers must be provided. The success of the application is at the discretion of the relevant Head Teacher, who may need to speak to parents/carers in person.

9. How can I appeal a decision made about an illness/misadventure?

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the Asquith Boys High School Illness/Misadventure Appeal Form (**Form B – see page 67**) within two weeks of notification that the Illness/Misadventure has been declined. The Appeal Committee consists of the Principal (or nominee) and two executives other than the executive dealing with the original request.

The panel convenor will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and the student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be sent to the family of the student who appealed.

10. What are NSW Education Standards Authority (NESA) Official Warning letters?

Whenever students fail to apply themselves to their course work with diligence and sustained effort or make a serious attempt at their assessment tasks, teachers may issue students with a NSW Education Standards Authority (NESA) Warning Letter.

The purpose of these letters is to remind students (and their parents/carers) what is required of them to satisfactorily complete the course.

11. What are the NESA course requirements and what are the reasons for which students can receive an Official Warning letter?

For the Higher School Certificate, students are required to:

1. follow the course developed or endorsed by the NSW Education Standards Authority (NESA)
2. apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an "N determination". The main reasons for issuing such a letter include:

- failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- failing to regularly complete class work and homework appropriately. This includes practical work.
- making a non-serious effort to complete assessment tasks, assignment work, major examinations and tests

- making a non-serious effort to complete class work and homework.
- In the case of competency based courses, where a student has not completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.
- Failure to complete work placement for a VET subject
- Where students are studying a course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.
- While the NSW Education Standards Authority (NESA) does not stipulate attendance requirements, principals may determine that as a result of absence, the course completion criteria may not be met.

12. What do NESA warning letters mean?

Students need to satisfactorily attend to all the tasks that are specified in Official Warning letters before the conclusion of their course and before the NSW Education Standards Authority (NESA) cut-off date.

If a student has received at least 2 warning letters, and work remains outstanding or the student has received a zero for 50% or more of their assessment, he may be given an 'N' determination in that subject. This means that the course will not be included on their Record of School Achievement. If the loss of the course takes the student below the minimum number of units required, then the student may not receive their HSC.

13. What are the consequences for post compulsory students (over 17 years)?

Consequences may include:

- the need to repeat the course or even a whole year
- being ineligible for the course to be included on their Higher School Certificate.
- possible expulsion in accordance with the NSW Education Standards Authority policy on *Suspension and Expulsion of School Students Procedures* for unsatisfactory participation in learning.

14. Can I appeal my Final Rank Order?

Students may appeal to the school if their Rank Order differs significantly from expectations they have from feedback on their Assessment Tasks throughout the course. This can be done in writing, addressed to the principal. The review relates only to the student's Rank Order.

An assessment review will only concentrate on the school's procedures for determining the final assessment rank, i.e.

- The weightings used in compiling the assessment are those specified by the NSW Education Standards Authority (NESA).
- The marks awarded are consistent with the school's published Assessment Policy.
- Any computational or clerical errors which are thought to have occurred.

If a review is necessary, the review will be conducted in the second half of November immediately following the last HSC paper. The review panel will consist of:

- The principal or deputy principal
- The head teacher or their representative
- An independent teacher

15. Can I seek clarification for Assessment Task Results?

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria.

16. What happens if I have transferred from another school or am going to another school?

For students arriving at the school between the commencement of the assessment period and the final date of Higher School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the new school.

***Remember, this is your final year of high school.
Put the effort in throughout these last 12 months and make it count!***

INFORMATION ABOUT ASSESSMENT TASKS

Each course included in this booklet has an outline of course outcomes and an assessment schedule. This schedule is approximate only. As the actual date for each assessment task is determined, you will receive notice from your classroom teacher about the task.

All students will receive an assessment task notice, for each assessment task a **minimum of 2 weeks** before the due date of the task.

This information on the written notification will include a clear description of the assessment task which includes:

- * the date of the task (or date due)
- * the type of task (in class task, speech, presentation, test, research report, assignment etc)
- * the outcomes being assessed through the task
- * an outline of the marking criteria
- * the percentage value of the task relative to your course

It is important to keep track of your due dates, and submit all work on time.

Some faculties may also provide a course syllabus or set of outcomes of the course.

It is essential that all assessment tasks are submitted/completed on the due date. Failure to do so will result in a zero mark and a 'N' warning letter. If you are unable to complete the assessment task due to illness, you may supply a doctor's certificate to the relevant Head Teacher on the first day you return to school.

It is important to note that absence due to family holidays is not considered an acceptable reason for not completing assessment tasks.

All students should note that they have access to the full syllabus of all their courses through the NSW Education Standards Authority (NESA) website.

The URL is: <http://www.educationstandards.nsw.edu.au>

This site is a good source of information, past papers, etc. It is in your interest to access it. Other useful sites can be accessed through the school's website, which is: <https://asquithboy-h.schools.nsw.gov.au/>

PLAGIARISM POLICY

Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work, and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- understand what plagiarism is,
- know the procedures that will be used when plagiarism occurs,
- develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.
- When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc) and submit these in an assessment task **without acknowledgement**.
- When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.

*****NOTE: It is mandatory for the school to report all instances of plagiarism to NES**

Student Disclaimer

To help them remember their responsibilities under this policy, students will be required to attach the following disclaimer to all assessable work submitted at Asquith Boys High School.

"I declare the following to be my own work and that it does not contain the ideas, words or work of others except as indicated in the reference list/bibliography."

(Student name)

(Student signature)

A GLOSSARY OF KEY WORDS

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

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

Account	Account for; state reasons for; report on; give an account of; narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely, the relevant details
Synthesise	Putting together various elements to make a whole

CREATIVE & PERFORMING ARTS FACULTY

ASSESSMENT POLICY

Course Assessments in the CREATIVE ARTS Faculty will:

- Follow the guidelines outlined in Pathways, for assessment components and their weighting.
- Support the Assessment guidelines outlined in the Creative Arts Subject Syllabuses - Visual Arts, Music, Drama, Photography, Ceramics and Visual Design eg. 50% artmaking + 50% critical and historical study
- Reflect an awareness of the due dates for practical/performance elements in the HSC Creative Arts Course eg. Visual Arts - Body of Work Music - Performance/Listening Responses
- Acknowledge, where applicable, the annual changes to the content of HSC Creative Arts subject assessment, as advised by the Board of Studies Teaching & Educational Standards NSW.
- Support the current version of the Asquith Boys High School Assessment Policy.

VISUAL ARTS

COURSE OUTCOMES

Artmaking Outcomes:

Content	HSC course: A student
practice	H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
conceptual framework	H2: applies their understanding of the relationship among the artist, artwork, world and audience through the making of a body of work.
frames	H3: demonstrates an understanding of the frames when working independently in the making of art
representation	H4: selects and develops subject matter and forms in particular ways as representations in art-making
conceptual strength and meaning	H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
resolution	H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Outcomes:

Content	HSC course: A student
practice	H7: applies their understanding of practice in art criticism and art history
conceptual framework	H8: applies their understanding of the relationships among the artist, artwork, world and audience
frames	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
representation	H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Course: VISUAL ARTS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<p>Developing a Body of Work</p> <p>Investigations of artmaking practice evident in VAPD including experiments, with material research about artist practice.</p> <p>Thorough investigations into an artist that inspires and informs your artmaking practice.</p>	<p>Art Criticism and Art History</p> <p>2 Case Studies 1 Essay</p> <p>Essay is to be uploaded to your Google Classroom as well as hard copies handed in and registered on registration form 15% each</p>	<p>Developing a Body of Work</p> <p>Including VAPD and works under development – evaluation and presentation of developing ideas and progress. – oral (Viva) and written presentation.</p> <p>In class essays based on each of the five case studies delivered by your teacher.</p> <p>3 Case Studies 1 Essay</p> <p>Essay is to be uploaded to your Google Classroom as well as hard copies handed in and registered on registration form Ongoing 5% each</p>	<p>Trial HSC Examination</p> <p>Art Criticism and Art History Written Examination</p> <p>Resolving the Body of Work</p> <p>Submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework</p>	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 10	Term 3, Week 4/5	
Outcomes assessed	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1, H2, H3, H4, H5, H7, H8, H9	H1, H2, H4, H5, H6, H7, H8, H9, H10,	
Course Components					Weighting %
Artmaking	10%		20%	20%	50%
Art Criticism and Art History		20%	20%	10%	50%
Task Weighting	10%	20%	40%	30%	100%

DRAMA

COURSE OUTCOMES

- The Preliminary course outcomes are progressive and are subsumed in the HSC course outcomes.

Drama making:

Objectives	HSC Course Outcomes:
Through Drama, students will develop knowledge and understanding about and skills in:	
<ul style="list-style-type: none"> using drama, through participation in a variety of dramatic and theatrical forms making drama and theatre, using a variety of dramatic and theatrical techniques and conventions 	H1.1 uses acting skills to adopt and sustain a variety of characters and roles H1.2 uses performance skills to interpret and perform scripted and other material H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works H1.4 collaborates effectively to produce a group-devised performance H1.5 demonstrates directorial skills H1.6 records refined group performance work in appropriate form H1.7 demonstrates skills in using the elements of production
<ul style="list-style-type: none"> the collaborative nature of drama and theatre 	H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions H1.9 values innovation and originality in group and individual work

Drama Performing:

Objectives	HSC Course Outcomes:
Through Drama, students will develop knowledge and understanding about skills in:	
<ul style="list-style-type: none"> using the elements of drama and theatre in performance performing in improvised and playbuilt theatre and scripted drama 	H2.1 demonstrates effective performance skills H2.2 uses dramatic and theatrical elements effectively to engage an audience H2.3 demonstrates directorial skills for theatre and other media
and values and attitudes about:	
<ul style="list-style-type: none"> the diversity of the art of dramatic and theatrical performance 	H2.4 appreciates the dynamics of drama as a performing art H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

Drama Critically Studying:

Objectives	HSC Course Outcomes:
Through Drama, students will develop knowledge and understanding about and skills in:	
<ul style="list-style-type: none"> recognising the place and function of drama and theatre in communities and societies, past and present critically studying a variety of forms and styles used in drama and theatre 	H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatrical practitioners, styles and movements. H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
and values and attitudes about:	
<ul style="list-style-type: none"> drama and theatre as a community activity, a profession and an industry 	H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

	H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements
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Course: DRAMA

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Black Comedy Performance Essay	Individual Project Progress Task	Australian Drama Performance & Written Essay	SHOWCASE & TRIALS Group Performance & Logbook; Individual Project & Logbook; Written exam.	
Timing	Term 4, 2018 Week 9/10	Term 1 Week 5	Term 1 Week 9	Term 3 Week 4/5	
Outcomes assessed	H1.5, H1.7, H3.1, H3.2	H1.3, H2.3, H3.3	H1.5, H1.7, H3.1, H3.2	H1.1, H1.6, H1.2, H2.1, H1.3, H2.2, H1.4, H3.3	
Course Components					Weighting %
Making	10%	10%	10%	10%	40%
Performing	10%		10%	10%	30%
Critically studying	5%	10%	5%	10%	30%
Task weighting	25%	20%	25%	30%	100%

MUSIC 1

COURSE OUTCOMES

Objectives	HSC Course Outcomes:
Develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts	
<ul style="list-style-type: none"> Through activities in performance, composition, musicology and aural, a student: 	H1 performs stylistically, music 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
To develop the skills to evaluate music critically:	
<ul style="list-style-type: none"> Through activities in performance, composition, musicology and aural, a student: 	H5 critically evaluates and discusses performances and compositions H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
To develop personal values about music:	
<ul style="list-style-type: none"> Through activities in performance, composition, musicology and aural, a student: 	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
To develop an understanding of the impact of technology on music:	
<ul style="list-style-type: none"> Through activities in performance, composition, musicology and aural, a student: 	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

*** Note: While values and attitudes outcomes are included in the syllabus, they are not to be assessed in the Year 12 assessment program.**

Course: MUSIC 1

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Presentation of Core Performance and Viva Voce <i>Topic 1 - An Instrument and its Repertoire</i> Solo or ensemble performance and in-class Viva Voce based on performance repertoire demonstrating an understanding of compositional devices and musical concepts	Composition, Portfolio and Aural Analysis <u>Topic 2 - Music of the 20th and 21st Centuries</u> Submission, documentation and aural analysis of own composition relevant to Topic 2	Presentation or Submission: Elective Options for Topic 1 and Topic 2 Presentation or submission of Electives for Topic 1 and Topic 2	Trial HSC Examination Aural Skills Examination AND Presentation or submission of Elective based on Topic 3	
Timing	Term 4, 2018 Week 8	Term 1, 2019 Week 9	Term 2, 2019 Week 6	Term 3, 2019 Week 4/5	
Outcomes assessed	H1, H2, H4, H5, H6	H2, H4, H5, H6, H7, H8	H1-8*	H1-8*	
Course Components					Weighting %
Performance	10%				10%
Composition		10%			10%
Musicology	10%				10%
Aural		10%		15%	25%
Electives			30%	15%	45%
Task weighting	20%	20%	30%	30%	100%

* Teacher will select appropriate outcomes based on elective options selected by each student

MUSIC 2

COURSE OUTCOMES

Objectives	HSC Course Outcomes:
Develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	
•Through activities in performance, composition, musicology and aural, a student:	H1: confidently performs repertoire that reflects the mandatory & additional topics and addresses the stylistic/technical demands of the music both as a soloist and/or member of an ensemble. H2: demonstrates an understanding of the relationships between the concepts of music relevant to the mandatory & additional topics H3: composes & improvises melodies & accompaniments focusing on a range of concepts in solo and/or small ensembles. H4: stylistically creates, improvises, arranges & notates music which is representative of the chosen topics. H5: analyses, discusses & evaluates compositional processes with particular reference to stylistic features.
To develop the ability to synthesize ideas and evaluate music critically:	
•Through activities in performance, composition, musicology and aural, a student:	H6: analyses, discusses & evaluates performances & compositions with particular reference to stylistic features. H7: critically evaluates & discusses the concepts of music in works representative of the mandatory & additional topics.
To develop an understanding of the impact of technology in music.	
• Through activities in performance, composition, musicology and aural, a student:	H8: explores & understands the capabilities of performing media & incorporates technologies into compositions and performances. H9: identifies, recognises, experiments with & discusses the uses and effects of technology in music.
To develop personal values about music.	
• Through activities in performance, composition, musicology and aural, a student:	H10: performs as a means of self-expression & communication. H11, H12: demonstrates a willingness to participate in performance, composition, musicology & aural activities and demonstrates a willingness to accept and use constructive criticism.

* **Note: While values and attitudes outcomes are included in the syllabus, they are not to be assessed in the Year 12 assessment program.**

Course: MUSIC 2

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Composition Draft <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i> Submit composition and portfolio draft demonstrating work in progress	Presentation of Core Performance <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i> Solo or ensemble performance, sight-singing and discussion based on own performance interpretation according to musical concepts	Presentation or Submission Additional Topic (Free Choice) Presentation or Submission of Elective <i>2x solo or ensemble performances</i> OR <i>Composition</i> OR <i>Musicology Essay</i>	Trial HSC Examination Musicology and Aural Skills Examination Melodic and rhythmic notation exercise and short responses to aural excerpts and unseen scores with reference to compositional techniques and stylistic features	
Timing	Term 1, 2019 Week 9	Term 2, 2019 Week 6	Term 3, 2019 Week 3	Term 3, 2019 Week 4/5	
Outcomes assessed	H3, H5, H6, H7, H9	H1, H2, H5, H6, H7	H1-9*	H2, H4, H5, H6, H8	
Course Components					Weighting %
Performance		20%			20%
Composition	20%				20%
Musicology				20%	20%
Aural		10%		10%	20%
Elective			20%		20%
Task weighting	20%	30%	20%	30%	100%

MUSIC EXTENSION (Performance Elective)

COURSE OUTCOMES

Performance – Through performance & related activities, a student:

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as member of an ensemble
2. leads critical evaluation and discussion sessions on his own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed

Course: MUSIC Extension

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Solo Performance and Program Notes Solo Performance and Program Notes for Extension Music Program	Solo and Ensemble Performance Solo and Ensemble Performance	Presentation Performance Program Presentation of Extension Music Program with 2x Solo works & 1x Ensemble work	
Timing	Term 4, Week 8	Term 2, Week 6	Term 3, Week 3	
Outcomes assessed	E1, E3, E4, E5	E1, E4	E1, E4	
Course Components				Weighting %
Program Notes	15%			15%
Solo 1	15%		12%	27%
Solo 2		15%	12%	27%
Ensemble		15%	16%	31%
Total %	30%	30%	40%	100%

ENGLISH FACULTY

ASSESSMENT POLICY

Assessment for this course is based on syllabus objectives including the study of literature and skills in both written and spoken English. Tasks are marked according to the marking criteria, measuring achievement of course outcomes through course content and across language modes.

ENGLISH – STANDARD

COURSE OUTCOMES

YEAR 12 COURSE OUTCOMES: A Student
EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6 investigates and explains the relationships between texts
EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Number of task	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: <i>Texts and Human Experiences</i> Written Task: Essay + Short Answers	Module A: <i>Language, Identity and Culture</i> Essay Task:	Module C: <i>The Craft of Writing</i> Multi-Modal Task: Creative Writing, Reflection and Presentation	Trial Examination Trial Examination on all modules studied	
Timing	Term 4, 2018 Week 7	Term 1, 2019 Week 7	Term 3, 2019 Week 1	Term 3, 2019 Week 4/5	
Outcomes assessed	EN12-1, EN12-3, EN12-5, EN12-7	EN12-1, EN12-3, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-9	All Outcomes	
Course Components					Weighting %
Knowledge and understanding of course content	12.5%	12.5%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5%	12.5%	10%	15%	50%
Task weighting	25%	25%	20%	30%	100%

ENGLISH - ADVANCED

COURSE OUTCOMES

YEAR 12 COURSE OUTCOMES: A Student
En12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
En12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
En12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
En12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
En12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
En12-6 investigates and evaluates the relationships between texts
En12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
En12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
En12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: <i>Texts and Human Experiences</i> Written Task: Essay + Short Answers	Module A: <i>Textual Conversations</i> Essay Task	Module C: <i>The Craft of Writing</i> Multi-Modal Task: Creative Writing, Reflection and Presentation	Trial Examination <i>All Modules</i> Trial Examination on all modules studied	
Timing	Term 4, 2018 Week 7	Term 2, 2018 Week 9	Term 3, 2019 Week 1	Term 3, 2019 Week 4/5	
Outcomes assessed	En12-1, En12-3, En12-5, En12-6, En12-8	En12-1, En12-2, En12-3, En12-5, En12-7	En12-4, En12-5, En12-9	All Outcomes	
Course Components					Weighting %
Knowledge and understanding of course content	12.5%	12.5%	10%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	12.5%	12.5%	10%	15%	50%
Task Weighting	25%	25%	20%	30%	100%

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (EAL/D)**COURSE OUTCOMES**

YEAR 12 COURSE OUTCOMES: A Student
EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12-1A communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6 investigates and evaluates the relationships between texts
EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Module A <i>Texts and Human Experience</i> Reading and Writing Task	Module B <i>Language, Identity and Culture</i> Multimodal Presentation including Listening (Mandatory)	Module C <i>Close Study of Text</i> Reading and Extended Writing	Trial Examination Trial Examination on all modules	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	EAL12-3, EAL12-4, EA:12-6, EAL12-9	EAL12-1B, EAL12-2, EAL12-8, EAL12-5	EAL12-1A, EAL12-2, EAL12-5, EAL12-7	All Outcomes	
Course Components					Weighting %
Knowledge and understanding of course content	10%	12.5%	12.5%	15%	50%
Skills in responding and communication of ideas appropriate to audience, purpose and context across all modes	10%	12.5%	12.5%	15%	50%
Task Weighting	20%	25%	25%	30%	100%

ENGLISH EXTENSION 1 - NOT OFFERED IN 2019**COURSE OUTCOMES**

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

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

Course: ENGLISH – Extension 1

ENGLISH EXTENSION 2 - NOT OFFERED IN 2019

COURSE OUTCOMES

These outcomes are derived from the English (Extension) objectives and the content of the Preliminary and HSC courses. They specify the intended result of student learning. Students will work to achieve the outcomes by responding to and composing highly complex texts in a variety of modes and media.

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

Course: ENGLISH – Extension 2

- Please note – you **MUST** submit your Major Work Journal at least three times at key points during the course
- The completion date for the Major Work is **mandated** by the NESA and is not negotiable.

ENGLISH STUDIES (Category B)

ATAR Classification of English Studies

NESA has developed a new Stage 6 Board Developed course, *English Studies*, to be implemented with Year 11 from 2018. This syllabus was reviewed by the NSW/Territories Committee of Chairs of Academic Boards/Senates to assess their classification for the calculation of the Australian Tertiary Admissions Rank (ATAR). The decision by this Committee is to classify this course as Category B for the 2019 HSC onwards.

Those students who take *English Studies* in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore *English Studies* students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

NESA Official Notice 19 July 2017

YEAR 12 COURSE OUTCOMES: A Student
ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
ES12-4 composes proficient texts in different forms
ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-7 represents own ideas in critical, interpretive and imaginative texts
ES12-8 understands and explains the relationships between texts
ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Common Module: Texts and Human Experiences Written Task: Extended Response + Short Answers	Module A Multimodal Presentation	Portfolio <i>All Modules Studied to Date</i> Portfolio of Class Work <i>(To be checked regularly throughout the course and collected on the due date)</i>	Trial Examination <i>All Modules</i> Trial Examination	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 9	Term 2, 2019 Week 10	Term 3, 2019 Week 4/5	
Outcomes assessed	ES12-1, ES12-2, ES12-5, ES12-7	ES12-3, ES12-6, ES12-7, ES12-9	ES12-4, ES12-6, ES12-7, ES12-10	All Outcomes	
Course Components					Weighting %
Knowledge and understanding of course content	12.5%	12.5%	15%	10%	50%
Skills in: <input type="checkbox"/> comprehending texts <input type="checkbox"/> communicating ideas <input type="checkbox"/> using language accurately, appropriately and effectively	12.5%	12.5%	15%	10%	50%
Task Weighting	25%	25%	30%	20%	100%

MATHEMATICS FACULTY

MATHEMATICS STANDARD 1 (Category B)

ATAR Classification of Mathematics Standard 1

NESA has developed a new Stage 6 Board Developed course, *Mathematics Standard 1*, to be implemented with Year 12 from 2019. This syllabus was reviewed by the NSW/Territories Committee of Chairs of Academic Boards/Senates to assess their classification for the calculation of the Australian Tertiary Admissions Rank (ATAR). The decision by this Committee is to classify this course as Category B for the 2019 HSC onwards. Those students who take *Mathematics Standard 1* in the 2019 HSC and want to receive an ATAR will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, *Mathematics Standard 1* students who want an ATAR will need at least 8 units of Category A courses.

YEAR 12 COURSE OUTCOMES: A Student	
MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
M1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
M1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use.
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Written & Practical Test	Limited Scope Assessment	Investigation Task	Assignment/Practical Task	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9/10	Term 2, 2019 Week 9	Term 3, 2019 Week 6	
Outcomes assessed	MS1-12-3 MS1-12-5 MS1-12-8	MS1-12-1 MS1-12-4 MS1-12-5	MS1-12-7 MS1-12-10	All Outcomes	
Course Components					Weighting %
Understanding, fluency and communication	12.5%	12.5%	15%	10%	50%
Problem solving, reasoning and justification	12.5%	12.5%	15%	10%	50%
Task Weighting	25%	25%	30%	20%	100%

Note that up to 30% of the internal assessment in Mathematics Standard 1 course may be based on the Year 11 course content. Some questions, based on the Year 11 Course may be included in each assessment task.

MATHEMATICS STANDARD 2

COURSE OUTCOMES

Year 12 outcomes: A student
MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8 solves problems using networks to model decision-making in practical problems
MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating clearly to others and justifying a response.

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Limited Scope Assessment Test	Limited Scope Assessment Test	Investigation Task	Trial HSC Examination	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9/10	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	MS1-12-3 MS1-12-5 MS1-12-8	MS1-12-1 MS1-12-4 MS1-12-5	MS1-12-7 MS1-12-10	All Outcomes	
Course Components					Weighting %
Understanding, fluency and communication	10%	12.5%	12.5%	15%	50%
Problem solving, reasoning and justification	10%	12.5%	12.5%	15%	50%
Task Weighting	20%	25%	25%	30%	100%

Note that up to 30% of the internal assessment in Mathematics Standard 2 course may be based on the Year 11 course content. Some questions, based on the Year 11 Course may be included in each assessment task.

MATHEMATICS ADVANCED

Year 12 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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Limited Scope Assessment Test	Limited Scope Assessment Test	Limited Scope Assessment Test	Trial HSC Examination	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9/10	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	H2, H5, H8	H3, H4, H5	H1, H5	All Outcomes	
Course Components					Weighting %
Understanding, fluency and communication	7.5%	10%	12.5%	20%	50%
Problem solving, reasoning and justification	7.5%	10%	12.5%	20%	50%
Task Weighting	15%	20%	25%	40%	100%

Note: Up to 20% of the internal assessment in Mathematics may be based on the Year 11 course content. Some questions based on the Year 11 course may be included in each assessment task.

MATHEMATICS EXTENSION 1

Year 12 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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Limited Scope Assessment Test	Limited Scope Assessment Test	Limited Scope Assessment Test	Trial HSC Examination	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9/10	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	HE2, HE6	HE5, HE7	HE4	All Outcomes	
Course Components					Weighting %
Understanding, fluency and communication	5%	15%	10%	20%	50%
Problem solving, reasoning and justification	5%	15%	10%	20%	50%
Task Weighting	10%	30%	20%	40%	100%

MATHEMATICS EXTENSION 2

Year 12 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 algebraic and manipulations 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 volume
E8 applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
E9 communicates abstract ideas and relationships using appropriate notation and logical argument

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Limited Scope Assessment Test	Limited Scope Assessment Test	Limited Scope Assessment Test	Trial HSC Examination	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 9/10	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	E3, E6	E4, E8	E4, E7	All Outcomes	
Course Components					Weighting %
Understanding, fluency and communication	5%	15%	10%	20%	50%
Problem solving, reasoning and justification	5%	15%	10%	20%	50%
Task Weighting	10%	30%	20%	40%	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION FACULTY

FACULTY ASSESSMENT POLICY

Our faculty assessment policy supports and is consistent with the ABHS Senior Assessment Policy as stated on page 7 in the Assessment Manual.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE OUTCOMES

A student:
H1 describes the nature, and justifies the choice, of Australia's health priorities
H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3 analyses the determinants of health and health inequities
H4 argues the case for the new public health approach to health promotion
H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
H7 explains the relationship between physiology and movement potential
H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9 explains how movement skill is acquired and appraised
H10 designs and implements training plans to improve performance
H11 designs psychological strategies and nutritional plans in response to individual performance needs
H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
H14 argues the benefits of health-promoting actions and choices that promote social justice
H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all.
H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Course: PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Ottawa Charter reflection in an Australian Health Promotion Initiative	Presentation Nutrition and recovery strategies	Analysis Sports Medicine Scenario Analysis	Trial HSC Examination	
Timing	Term 4, 2018 Week 5	Term 1, 2019 Week 7	Term 2, 2019 Week 8	Term 3, 2019 Week 4/5	
Outcomes Assessed	H4, H14	H7, H8, H11, H16, H17	H13, H17	H1–H5, H7–H11, H13–H17	
Course Components					Weighting %
Knowledge and understanding of course content	10%	10%	10%	10%	40%
Skills in critical thinking, research, analysing and communicating	15%	15%	10%	20%	60%
Task weighting	25%	25%	20%	30%	100%

SPORT, LIFESTYLE AND RECREATION

Year 12 Course outcomes A student	
H1.1	applies the rules and conventions that relate to participation in a range of physical activities
H1.2	explains the relationship between physical activity, fitness and healthy lifestyle
H1.3	demonstrates ways to enhance safety in physical activity
H1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
H1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
H1.6	describes administrative procedures that support successful performance outcomes
H2.1	explains the principles of skill development and training
H2.2	analyses the fitness requirements of specific activities
H2.3	selects and participates in physical activities that meet individual needs, interests and abilities
H2.4	describes how societal influences impact on the nature of sport in Australia
H2.5	describes the relationship between anatomy, physiology and performance
H3.1	selects appropriate strategies and tactics for success in a range of movement contexts
H3.2	designs programs that respond to performance needs
H3.3	measures and evaluates physical performance capacity
H3.4	composes, performs and appraises movement
H3.5	analyses personal health practices
H3.6	assesses and responds appropriately to emergency care situations
H3.7	analyses the impact of professionalism in sport
H4.1	plans strategies to achieve performance goals
H4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context
H4.3	makes strategic plans to overcome the barriers to personal and community health
H4.4	demonstrates competence and confidence in movement contexts, recognises the skills and abilities required to adopt roles that support health, safety and physical activity
H5.1	accepts responsibility for personal and community health
H5.2	willingly participates in regular physical activity
H5.3	values the importance of an active lifestyle
H5.4	values the features of a quality performance
H5.5	strives to achieve quality in personal performance

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Presentation Demonstration of resistance training techniques	Workshop Coaching and officiating accreditation	Trial HSC Examination	Journal Practical participation in coaching	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 10	Term 3, 2019 Week 4/5	Term 3, 2019 Week 6	
Outcomes assessed	H1.3, H2.1, H2.2, H2.3, H4.4	H1.1, H1.3, H2.1, H3.1, H3.2, H4.1	H1.1, H2.1, H3.1, H3.2, H4.1	H1.1, H1.2, H2.1 H2.2, H3.1, H3.2 H4.2, H4.5	
Course Components					Weighting %
Knowledge and understanding of course content	15%	10%	15%	10%	50%
Skills in critical thinking, research, analysing and communicating	10%	15%	10%	15%	50%
Task weighting	25%	25%	25%	25%	100%

SCIENCE FACULTY

BIOLOGY

COURSE OUTCOMES

Questioning and predicting
BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
BIO11/12-5 analyses and evaluates primary and secondary data and information
Problem solving
BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Questioning and predicting
BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
BIO11/12-5 analyses and evaluates primary and secondary data and information
Problem solving
BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Questioning and predicting
BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
KNOWLEDGE AND UNDERSTANDING
A student: develop knowledge and understanding of heredity and genetic technologies
BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
A student: develop knowledge and understanding of the effects of disease and disorders
BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Course: BIOLOGY

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Model Building	Depth Study	Practical Investigation	Trial HSC Examination	
Timing	Term 4, 2018 Week 9	Term 2, 2019 Week 2	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Course Components					Weighting %
Skills in Working Scientifically	15%	20%	15%	10%	60%
Knowledge and understanding	5%	10%	5%	20%	40%
Task weighting	20%	30%	20%	30%	100%

CHEMISTRY**COURSE OUTCOMES**

Objective Students develop skills in applying the processes of Working Scientifically
Questioning and predicting CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information CH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
KNOWLEDGE AND UNDERSTANDING
A student: develop knowledge and understanding of equilibrium and acid reactions in chemistry
CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
A student: develop knowledge and understanding of the applications of chemistry
CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task and in class test	Titration Practical	Depth Study Report	Trial HSC Examination	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 7	Term 2, 2019 Week 5	Term 3, 2019 Week 4/5	
Outcomes assessed	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12, CH12-13 CH12-14	
Course Components					Weighting %
Skills in Working Scientifically	10%	15%	20%	15%	60%
Knowledge and Understanding	10%	5%	10%	15%	40%
Task weighting	20%	20%	30%	30%	100%

EARTH AND ENVIRONMENTAL SCIENCE NOT OFFERED IN 2019

Year 12 Course Outcomes: A student	
H1	evaluates how major advances in scientific understanding or technology have changed the direction or nature of scientific thinking
H2	analyses the ways in which models, theories and laws in Earth and Environmental Science have been tested and validated
H3	assesses the impact of particular advances in Earth and Environmental Science on the development of technologies
H4	assesses the impact of applications of Earth and Environmental Science on society and the environment
H5	identifies possible future directions of Earth and Environmental 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 environmental 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 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 thinking and problem solving skills
H15	explains why an investigation is best undertaken individually or by a team
H16	justifies positive values about and attitudes towards 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

INVESTIGATING SCIENCE**COURSE OUTCOMES**

Questioning and predicting
INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
INS11/12-5 analyses and evaluates primary and secondary data and information
Problem solving
INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
KNOWLEDGE AND UNDERSTANDING
A student: develop knowledge and understanding of science and technology
INS12-12 develops and evaluates the process of undertaking scientific investigations
INS12-13 describes and explains how science drives the development of technologies
A student: develop knowledge and understanding of contemporary issues involving science
INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15 evaluates the implications of ethical, social, economic and political influences on science

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study Evaluating the Scientific Method	Data Analysis Technologies	Depth Study Testing a claim/ media analysis	Trial HSC Examination	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-12	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-14	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
Course Components					Weighting %
Knowledge and Understanding	10%	10%	5%	15%	40%
Skills in Working Scientifically	15%	15%	15%	15%	60%
Task weighting	25%	25%	30%	30%	100%

PHYSICS

Questioning and predicting
PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
PH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving
PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
KNOWLEDGE AND UNDERSTANDING
Objective: develop knowledge and understanding of advanced mechanics and electromagnetism
PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
Objective: develop knowledge and understanding of the role of evidence and prediction in the development of theories in physics
PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Task	Processing/ Modelling Task	Depth Study	Trial HSC Examination	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 10	Term 2, 2019 Week 5	Term 3, 2019 Week 4/5	
Outcomes assessed	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12, PH12-13 PH12-14, PH12-15	
Course Components					Weighting %
Knowledge and Understanding	5%	5%	10%	20%	40%
Skills in Working Scientifically	15%	15%	20%	10%	60%
Task weighting	20%	20%	30%	30%	100%

HUMAN SOCIETY IN ITS ENVIRONMENT (HSIE) FACULTY

ANCIENT HISTORY

COURSE OUTCOMES

Knowledge and Understanding Objectives Students:	Skills Objectives Students:
<ul style="list-style-type: none"> •develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context • develop an understanding of continuity and change over time. 	<ul style="list-style-type: none"> •undertake the process of historical inquiry •use historical concepts and skills to examine the ancient past •communicate an understanding of history, sources and evidence, and historical interpretations

Knowledge and Understanding A student:	Skills A student:
AH12-1 accounts for the nature of continuity and change in the ancient world	AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-2 proposes arguments about the varying causes and effects of events and developments	AH12-7 discusses and evaluates differing interpretations and representations of the past
AH12-3 evaluates the role of historical features, individuals and groups in shaping the past	AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-4 analyses the different perspectives of individuals and groups in their historical context	AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world	AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source based questions	Oral presentation	Historical analysis	Trial HSC Examination	
	Cities of Vesuvius: Pompeii and Herculaneum	Ancient Societies	Personalities in their Times	ALL TOPICS EXAMINED	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 7/8	Term 2, 2019 Week 8	Term 3, 2019 Week 4/5	
Outcomes assessed	AH12-6 AH12-8 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Course Components					Weighting %
Knowledge and understanding of course content	5%	10%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%		5%	10%	20%
Historical inquiry and research	5%	5%	10%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%		20%
Task weighting	20%	25%	25%	30%	100%

BUSINESS STUDIES

COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Topic Test Operations	Report Finance	Case Study Marketing	Trial HSC Examination	
Timing	Term 4, 2018 Week 8	Term 1, 2019 Week 9	Term 2, 2019 Week 7	Term 3, 2019 Week 4/5	
Outcomes assessed	H1, H2, H5, H7	H4, H6, H7, H8, H9, H10	H3, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H9, H10	
Course Components					Weighting %
Knowledge and understanding of course content	10%	5%	10%	15%	40%
Stimulus-based skills	5%	5%	5%	5%	20%
Inquiry and research		10%	10%		20%
Communication of business information, ideas and issues in appropriate forms		5%	5%	10%	20%
Task weighting	15%	25%	30%	30%	100%

ECONOMICS**COURSE OUTCOMES**

Knowledge and Understanding Objectives Students learn about:	Skills Objectives Students learn to:
<ul style="list-style-type: none"> ● The economic behaviour of individuals, firms, institutions and governments ● The function and operation of markets ● The operation and management of economies ● Contemporary economic problems and issues facing individuals, firms and governments 	<ul style="list-style-type: none"> ● Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources ● Communicate economic information, ideas and issues in appropriate forms

Knowledge and Understanding A student:	Skills A student:
H1 demonstrates understanding of economic terms, concepts and relationships	H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
H2 analyses the economic role of individuals, firms, institutions and governments	H9 selects and organises information from a variety of sources for relevance and reliability
H3 explains the role of markets within the global economy	H10 communicates economic information, ideas and issues in appropriate forms
H4 analyses the impact of global markets on the Australian and global economies	H11 applies mathematical concepts in economic contexts
H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts	H12 works independently and in groups to achieve appropriate goals in set timelines
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	

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Global Economy & Economic Issues: Research & Related In-Class Extended Response	Australia's Place in the Global Economy: Stimulus Based Task	Economic Policies & Management: Research, Interpretation, Application & Communication	Trial HSC Examination ALL TOPICS EXAMINED	
Timing	Term 4, 2018 Week 7	Term 1, 2019 Week 5	Term 2, 2019 Week 5	Term 3, 2019 Week 4/5	
Outcomes assessed	H1, H2, H3, H11, H12	H4, H5, H6, H7, H8, H9	H7, H8, H9	H1, H2, H3, H10, H11, H12	
Course Components					Weighting %
Knowledge and understanding of course content	10%	5%	10%	15%	40%
Stimulus Based Skills		10%		10%	20%
Inquiry and research	10%		10%		20%
Communication of economic information, ideas and issues in appropriate formats	5%	5%	5%	5%	20%
Task weighting	25%	20%	25%	30%	100%

GEOGRAPHY

COURSE OUTCOMES

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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<i>Ecosystem Fieldwork Task</i>	<i>Urban Places Fieldwork Task</i>	<i>Skills/Short Answer Test (Productive Activity)</i>	Trial HSC Examination	
				ALL TOPICS EXAMINED	
Timing	Term 1, 2019 Week 3	Term 2, 2019 Week 6	Term 3, 2019 Week 1	Term 3, 2019 Week 4/5	
Outcomes assessed	H1,2,3,4,5,6, 7,8	H1 - H13	H3 - H13	H1 - H13	
Course Components					Weighting %
Knowledge and understanding of course content	10%	10%		20%	40%
Geography Tools and Skills			10%	10%	20%
Inquiry and research (including Fieldwork)	10%	10%			20%
Communication of geographic information, ideas and issues in appropriate formats	5%	5%	10%		20%
Task weighting	25%	25%	20%	30%	100%

HISTORY EXTENSION - NOT OFFERED IN 2019

Knowledge and Understanding Objectives Students:	Skills Objectives Students:
<ul style="list-style-type: none"> develop knowledge and understanding about significant historiographical ideas and methodologies. 	<ul style="list-style-type: none"> design, undertake and evaluate historical inquiry. communicate their understanding of historiography, changing interpretations and the results of historical inquiry.

Values and attitudes Students will value and appreciate:
<ul style="list-style-type: none"> The study of history for critical interpretation of the past and present the contribution of the study of history towards lifelong learning and informed, responsible and active citizenship

Knowledge and Understanding Students:	Skills Students:
<ul style="list-style-type: none"> develop knowledge and understanding about significant historiographical ideas and methodologies 	<ul style="list-style-type: none"> design, undertake and evaluate historical enquiry. communicate their understanding of historiography and the results of historical inquiry
HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations	HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches.
	HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
	HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Task number	Task 1	Task 2	
Nature of Task	History Project <ul style="list-style-type: none"> Proposal Essay 	Trial HSC Examination	
Timing	Terms 1-3, 2019	Term 3, 2019 Week 4/5	
Outcomes assessed	E1.1,E2.1, E2.2,E2.3	E1.1,E2.2, E2.3	
Course Components			Weighting %
Knowledge and understanding of significant historical ideas and processes		10%	10%
Skills in designing, undertaking and communicating historical inquiry – the History project	40%		40%
Task weighting			50

LEGAL STUDIES - NOT OFFERED IN 2019**COURSE OUTCOMES**

Year 12 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 cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

MODERN HISTORY**COURSE OUTCOMES**

Knowledge and Understanding Objectives Students:	Skills Objectives Students:
<ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. 	<ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations

Knowledge and Understanding A student:	Skills A student:
MH12-1 accounts for the nature of continuity and change in the modern world	MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-2 proposes arguments about the varying causes and effects of events and developments	MH12-7 discusses and evaluates differing interpretations and representations of the past
MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past	MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-4 analyses the different perspectives of individuals and groups in their historical context	MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world	

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Source based questions Power and Authority in the Modern World	Research Task National Studies	Historical analysis Peace and Conflict	Trial HSC Examination ALL TOPICS EXAMINED	
Timing	Term 4, 2018 Week 10	Term 1, 2019 Week 7/8	Term 2, 2019 Week 8	Term 3, 2019 Week 4/5	
Outcomes assessed	MH12-3 MH12-4 MH12-5 MH12-6 MH12-9	MH12-1 MH12-2 MH12-3 MH12-9	MH12-5 MH12-6 MH12-8 MH12-9	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Course Components					Weighting %
Knowledge and understanding of course content	5%	10%	5%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%		5%	10%	20%
Historical inquiry and research	5%	5%	10%		20%
Communication of historical understanding in appropriate forms	5%	10%	5%		20%
Task weighting	20%	25%	25%	30%	100%

SOCIETY AND CULTURE

COURSE OUTCOMES

<p>Objectives <i>Students will develop knowledge and understanding about:</i></p> <ul style="list-style-type: none"> • social and cultural concepts and their application 	<p>Objectives <i>Students will develop skills to:</i></p> <ul style="list-style-type: none"> • apply ethical social and cultural research to investigate and analyse information from a variety of sources
<ul style="list-style-type: none"> • personal, social and cultural identity and interactions within societies and cultures 	<ul style="list-style-type: none"> • communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts
<ul style="list-style-type: none"> • how personal experience and public knowledge interact to develop social and cultural literacy 	
<ul style="list-style-type: none"> • continuity and change, personal and social futures 	
<ul style="list-style-type: none"> • social and cultural research methods 	

<p>Knowledge and Understanding A student:</p>	<p>Skills A student:</p>
<p>H1 evaluates and effectively applies social and cultural concepts</p>	<p>H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias</p>
<p>H2 explains the development of personal, social and cultural identity</p>	<p>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</p>
<p>H3 analyses relationships and interactions within and between social and cultural groups</p>	<p>H9 applies complex course language and concepts appropriate for a range of audiences and contexts</p>
<p>H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy</p>	<p>H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms</p>
<p>H5 analyses continuity and change and their influence on personal and social futures</p>	
<p>H6 evaluates social and cultural research methods for appropriateness to specific research tasks</p>	

Course: SOCIETY AND CULTURE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Social and Cultural Continuity and Change	Oral Presentation Personal Interest Project – Process	Essay Belief Systems and Ideologies	Trial HSC Examination Written Paper	
Timing	Term 4, 2018 Week 8	Term 1, 2019 Week 8	Term 2, 2019 Week 7	Term 3, 2019 Week 4/5	
Outcomes assessed	H2, H3, H5, H7, H9	H6, H7, H8	H1, H2, H5, H9, H10	H1, H2, H3, H4, H5, H6	
Components					Weighting %
Knowledge and understanding of course content	15%		15%	20%	50%
Application and evaluation of social and cultural research methods	10%	10%		10%	30%
Communication of information, ideas and issues in appropriate forms	5%		15%		20%
Task weighting	30%	10%	30%	30%	100%

WORK STUDIES - NOT OFFERED IN 2019

Note: This is a Non-ATAR course

ASSESSMENT POLICY

Assessment for this course is based on academic report writing, written/oral comprehension of course concepts and accuracy/consistency in journal keeping.

Objectives	Outcomes
<p>Students will develop:</p> <p>knowledge and understanding of work, the work environment and skills for employment</p> <p>knowledge and understanding of employment options, career management, life planning and further education and training</p> <p>skills for success in the workplace</p> <p>skills in critically assessing personal and social influences on individuals and groups</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6. applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people’s working lives 9. evaluates personal and social influences on individuals and groups

Course: Work Studies

TECHNOLOGICAL AND APPLIED STUDIES FACULTY

DESIGN & TECHNOLOGY

Year 12 Course Outcomes: A student	
H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project Proposal Presentation	Innovation and Emerging Technology Case Study*	Project Presentation and Evaluation	Trial HSC Examination	
Timing	Term 4, 2018 Week 8	Term 1, 2019 Week 6	Term 3, 2019 Week 3	Term 3, 2019 Week 4/5	
Outcomes assessed	H1.1, H1.2, H2.1, H4.1, H4.2	H2.1, H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Course Components					Weighting %
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in designing, managing, producing and evaluating a major design project	20%		30%	10%	60%
Task weighting	20%	20%	30%	30%	100%

ENGINEERING STUDIES

COURSE OUTCOMES

Year 12 Outcomes: A student
H1.1 describes the scope of engineering and critically analyses current innovations
H1.2 differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
H2.1 determines suitable properties, uses and applications of materials in engineering
H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
H4.1 investigates the extent of technological change in engineering
H4.2 applies knowledge of history and technological change to engineering- based problems
H4.3 appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
H5.1 works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
H5.2 selects and uses appropriate management and planning skills related to engineering
H6.1 demonstrates skills in research and problem-solving related to engineering
H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Build, Test and Report	Materials testing*	Report & Presentation	Trial HSC Examination	
Timing	Term 4, 2018 Week 8	Term 1, 2019 Week 6	Term 2, 2019 Week 6	Term 3, 2019 Week 4/5	
Outcomes assessed	H1.1, H1.2, H2.1, H4.1, H4.2	H2.1, H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Course Components					Weighting %
Knowledge and understanding of course content		20%		20%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	20%		30%	10%	60%
Task weighting	20%	20%	30%	30%	100%

FOOD TECHNOLOGY

Year 12 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 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 solutions to a range of food situations

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Australian Food Industry Report	Food Manufacture Practical and Theory components	Food Product Development Practical and Theory components	Trial HSC Examination Written examination	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 8	Term 2, 2019 Week 6	Term 3, 2019 Week 4/5	
Outcomes assessed	H1.2, H1.4 H3.1	H1.1, H4.2	H1.3, H5.1 H4.1	H1.1, H2.1 H1.3, H3.2 H1.4	
Course Components					Weighting %
Knowledge and understanding of course content	10%	10%	5%	15%	40%
Knowledge and skills in designing, researching, analysing and evaluating	5%	10%	10%	5%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	5%	10%	15%		30%
Task weighting	20%	30%	30%	20%	100%

INDUSTRIAL TECHNOLOGY

NOTE: The following outcomes apply to all senior Industrial Technology courses.

Year 12 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 outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	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

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Project Presentation to class	Industry Study Report	Major Project and Folio Management Evaluation	Trial HSC Examination	
Timing	Term 4, 2018 Week 7	Term 1, 2019 Week 6	Term 3, 2019 Week 1	Term 3, 2019 Week 4/5	
Outcomes assessed	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	1.1, 1.2, 1.3, 7.1, 7.2	2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 6.1, 6.2, 7.1, 7.2	
Course Components					Weighting %
Knowledge and understanding of course content		10%		30%	40%
Knowledge and skills in design, management, communication and production of a major project	20%		40%		60%
Task weighting	20%	10%	40%	30%	100%

CONSTRUCTION

Student Competency Assessment Schedule

2019

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Formwork	Level a simple slab	Assemble for off-site manufacture	
		Term 1, 2019 Week 6	Term 2, 2019 Week 6	Term 3, 2019 Week 5	Term 4, 2019 Week: 4/5
Code	Unit of Competency				HSC Examinable Units of Competency
CPCCCA2003A	Erect and dismantle formwork for footings	X			
CPCCCA2011A	Handle carpentry materials	X			
CPCCCM2006B	Apply basic levelling procedures		X		
CPCCCO2013A	Carry out concreting to simple forms		X		
CPCCCM2005B	Use construction tools and equipment		X		
CPCCJN2001A	Assemble components			X	
CPCCJN2002B	Prepare for off-site manufacturing process			X	

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

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

***Note:** This is a competency based course. A one-week work placement (minimum 35 hours) is a compulsory part of this course. The dates during the Year 12 Course are yet to be advised. Together with the work placement completed during the Year 11 Course this constitutes a total of 70 hours work placement. The exams will be used as practice for the HSC exam that some students will undertake. The Trial marks will be used in case of illness or misadventure.

HOSPITALITY (KITCHEN OPERATIONS)

Student Competency Assessment Schedule

2019

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	
		Term 4, 2018 Week 8	Term 1, 2019 Week 8	Term 3, 2019 Week 2	Term 4, 2019 Week: 4/5
Code	Unit of Competency				HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X			
SITHCCC006	Produce appetisers and salads	X			
BSBWOR203	Work effectively with others		X		
SITHIND002	Source and use information on the hospitality industry		X		
BSBSUS201	Participate in environmentally sustainable work practices		X		
SITHCCC005	Prepare dishes using basic methods of cookery			X	
SITHCCC011	Use cookery skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

***Note:** This is a competency based course. A one-week work placement (minimum 35 hours) is a compulsory part of this course. The dates during the Year 12 Course are yet to be advised. Together with the work placement completed during the Year 11 Course this constitutes a total of 70 hours work placement. The exams will be used as practice for the HSC exam that some students will undertake. The Trial marks will be used in case of illness or misadventure.

COMPUTING STUDIES FACULTY

SOFTWARE DESIGN & DEVELOPMENT

HSC Course Outcomes: A student
H1.1 explains the interrelationship between hardware and software
H1.2 differentiates between various methods used to construct software solutions
H1.3 describes how the major components of a computer system store and manipulate data
H2.1 describes the historical development of different language types
H2.2 explains the relationship between emerging technologies and software development
H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
H3.2 constructs software solutions that address legal, social and ethical issues
H4.1 identifies needs to which software solutions are appropriate
H4.2 applies appropriate development methods to solve software problems
H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
H5.1 applies project management techniques to maximise the productivity of the software development
H5.2 creates and justifies the need for the various types of documentation required for a software solution
H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
H6.1 assesses the relationship between the roles of people involved in the software development cycle
H6.2 communicates the processes involved in a software solution to an inexperienced user
H6.3 uses a collaborative approach during the software development cycle
H6.4 develops effective user interfaces, in consultation with appropriate people

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Social & Ethical Issues	System Modelling Tools	Free Choice Program	Trial HSC Examination	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 8	Term 3, 2019 Week 6	Term 3, 2019 Week 4/5	
Outcomes assessed	H3.1, H3.2, H6.1	H4.2, H5.2, H6.1, H6.3, H6.4	H1.1, H1.2, H1.3, H2.2, H3.2, H4.3, H5.3, H6.1, H6.3	All outcomes	
Course Components					Weighting %
Knowledge and understanding of course content	15%	10%	10%	15%	50%
Knowledge and skills in the design and development of software solutions		15%	15%	20%	50%
Task weighting	15%	25%	25%	35%	100%

LANGUAGES FACULTY

CHINESE AND LITERATURE

Year 12 Course Outcomes

Objectives	Outcomes
1.Exchange information, opinions and ideas in Chinese	1.1Convey information, opinions and ideas appropriate to context, purpose and audience 1.2Exchange and justify opinions and ideas 1.3Use appropriate features of language in a variety of contexts
2.Express ideas through the production of original texts in Chinese	2.1Sequence and structure information and ideas 2.2Use a variety of features to convey meaning 2.3Produce texts appropriate to context, purpose and audience 2.4Produce texts which are persuasive, creative and discursive
3.Analyse, evaluate and respond to a range of texts that are in Chinese	3.1Identify main points and detailed items of specific information 3.2Summarise and interpret information and ideas 3.3Infer points of view, values, attitudes and emotions from features of language in texts 3.4Compare and contrast aspects of texts 3.5Present information in a different form and/or for a different audience 3.6Explain the influence of context in conveying meaning 3.7Recognise, analyse and evaluate the effectiveness of a variety of features in texts 3.8Respond to texts personally and critically
4.Understand aspects of the language and culture of Chinese-speaking communities	4.1Examine and discuss sociocultural elements in texts 4.2Recognise and employ language appropriate to different sociocultural contexts 4.3Compare and contrast Australian and Chinese communities

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Speaking & Reading Task Theme One Individual and the Community	Speaking and Listening Task Theme Three Perspectives on Identity	Reading & Writing Task Theme Four Global Issues	Trial HSC Examination All Themes	
Timing	Term 4, 2018 Week 9	Term 1, 2019 Week 9	Term 2, 2019 Week 9	Term 3, 2019 Week 4/5	
Outcomes assessed	1.1 1.2 4.1	1.3 3.3 3.8	2.1 3.2	1.2 2.3 3.3 4.3	
Course Components					Weighting %
Listening		10%		10%	20%
Speaking	5%	5%			10%
Writing			20%	10%	30%
Reading	10%		20%	10%	40%
Task weighting	15%	15%	40%	30%	100%

JAPANESE BEGINNERS - NOT OFFERED IN 2019**ASSESSMENT POLICY**

Assessment for this course is based on syllabus objectives. Assessment tasks are marked accordingly to the marking criteria and achievement of outcomes is measured across the modes of reading, writing, speaking and listening.

Course outcomes

Objectives	Outcomes: A student
Interacting	1.1 establishes and maintains communication in Japanese
	1.2 manipulates linguistic structures to express ideas effectively in Japanese
	1.3 sequences ideas and information
	1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
Understanding Texts	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
	2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
Producing Texts	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
	3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

Course: JAPANESE – Beginners

JAPANESE CONTINUERS - NOT OFFERED IN 2019**ASSESSMENT POLICY**

Assessment for this course is based on syllabus objectives. Assessment tasks are marked accordingly to the marking criteria and achievement of outcomes is measured across the modes of reading, writing, speaking and listening.

COURSE OUTCOMES

Objectives	Outcomes - A student:
Speaking & Reading	1.1 uses a range of strategies to maintain communication
	1.2 conveys information appropriate to context, purpose and audience
	1.3 exchanges and justifies opinions and ideas
	1.4 reflects on aspects of past, present and future experience
Writing	2.1 applies knowledge of language structures to create original text #
	2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
	2.3 structures and sequences ideas and information
Listening & Reading	3.1 conveys the gist of texts and identifies specific information
	3.2 summarises the main ideas
	3.3 identifies the tone, purpose, context and audience
	3.4 draws conclusions from or justifies an opinion
	3.5 interprets, analyses and evaluates information
	3.6 infers points of view, attitudes or emotions from language & context
Speaking & Writing	4.1 recognises and employs language appropriate to different social contexts
	4.2 identifies values, attitudes and beliefs of cultural significance
	4.3 reflects upon significant aspects of language and culture

Course: **JAPANESE – Continuers**



FORM A

Asquith Boys High School Illness/Misadventure Request for Consideration Form

Whenever possible a completed Illness/Misadventure Request for Consideration Form should be presented to the relevant Head Teacher **in advance** of any Assessment Task that is likely to be missed. Otherwise, a completed Form **MUST** be presented to the relevant Head Teacher **within 48 hours of your return to school**. NB. The only circumstances covered by this form include: illness, misadventure, serious family incident, school representation.

Student's Name: _____ Subject: _____

Nature of Assessment Task (eg; test, oral task, practical): _____

Date of Assessment Task: _____

Reason for Illness/Misadventure: _____

Please note:

1. *If consideration is being sought on the basis of illness then a Medical Certificate must be supplied.*
2. *Computer "problems" are not considered reasonable grounds for a Misadventure Appeal.*
3. *Students not attending school for the full day at Assessment time will need to submit a Misadventure form.*
4. *Students must hand in their work on the due date, in the lesson of the subject of the task, or at such other time specified by their teacher. Any time after this will be judged to be "not submitted on time" If there is no lesson on the due date of the assignment task it must be submitted by lunch on this day.*

Check List: (Tick that you have all the necessary information ready for your Illness/Misadventure Application)

- A fully completed Illness/Misadventure Form (Form A)
- Supporting evidence e.g. Doctor's Medical Certificate, etc.
- The completed Assessment Task (if it was a task that was to be done at home)

Student's Signature: _____

Supporting Statement from Parent/Teacher:

(Please attach further information if insufficient space)

Parent/Teacher Signature: _____

Date Received by Curriculum Coordinator: _____

Head Teacher's Recommendation: (Please tick)

- Student permitted to undertake/submit the assessment task New due date: _____
- Student permitted to undertake an alternative task New due date: _____
- Request rejected — student will receive zero marks for this task.

Head Teacher's Signature: _____ Date: _____

(A copy of the completed form is to be provided to the student, the Head Teacher and Year Adviser. The Curriculum Coordinator will retain the original.)



FORM B

**Asquith Boys High School
Illness/Misadventure Appeal Form**

Student's Name: _____ Subject: _____

Outcome of Illness/Misadventure Request for Consideration from the Head Teacher (refer to FORM A)

Copy of Illness/Misadventure Request for Consideration Form attached. _____ (Yes/No)

Additional information supporting the appeal attached. _____ (Yes/No)

Statement by parent and/or student

Parent/Student Signature _____

Decision of Appeal Committee [Committee consists of Principal (or nominee) and two other executive other than the executive dealing with the original request.]

Principal's Signature _____ Date _____

(A copy of the completed form is to be provided to the student. The Principal is to retain the original)