

Year 12 Assessment Schedule
Student Information
Higher School Certificate

2017

KEIRA HIGH SCHOOL

Great traditions, a confident future.

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PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Year 12 teachers, and conforms to the rules and procedures determined by The Board of Studies, Teaching and Educational Standards NSW (BOSTES) as published on the *Assessment, Certification and Examination (ACE) website* (ace.bos.nsw.edu.au).

The information in the booklet explains the procedures that will be used to prepare the final marks to be printed on your Higher School Certificate (HSC) result notice. Your Higher School Certificate will show a list of courses studied and the marks for each course. One of these marks will be based on the score you receive in the external Higher School Certificate examination. The other will be based on a school assessment of your achievements in Higher School Certificate assessment tasks in each course. The student's final Higher School Certificate mark is the average of the moderated assessment mark and examination mark. It is represented both numerically and graphically so that the reader can place the student against the description of performance and the graphical display of position. The assessment mark is moderated to ensure that students' results across the state can be compared accurately and fairly.

The purpose of this booklet is to set out the ways in which the assessment mark will be calculated from the scores you receive for a number of specified assessment tasks completed during Higher School Certificate Courses.

It is extremely important for you to continue to work consistently during the next twelve months and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the next twelve months.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the Board of Studies, Teaching and Educational Standards website. www.boardofstudies.nsw.edu.au

I hope that you find Year 12 a challenging and exciting year. On behalf of the staff of Keira High School, may I wish all students the very best of luck throughout their HSC year.

Mr D J Robson
Principal



INTERNAL ASSESSMENT PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate uses a standards-referenced approach to assessing and reporting student achievement. In order to satisfy the requirements for the award of a HSC, each student must achieve an assessment mark in each course based on a range of formal assessment tasks set by the school.

The final assessment mark in each course will reflect the rank order and relative difference between the achievements of students. In a standards-referenced approach this rank order and relative difference will come, not from a simple comparison of students as in the old Higher School Certificate, but from student achievement as measured against specified standards of performance. These standards, that the differences are based on, are quite explicit and are incorporated in all syllabus documents.

The final Higher School Certificate mark will be made up of an external examination mark and a school-based assessment mark. To ensure that assessment marks and external examination marks are aligned to the same standard, the school assessment marks will be moderated by the BOSTES using the performance of the school group in the Higher School Certificate examinations.

THE PURPOSE OF ASSESSMENTS

The assessment procedures allow students to demonstrate achievements over a broad range of tasks as well as allowing for a wider range of outcomes to be assessed than may be possible in an external examination.

FORMULATING ASSESSMENTS

Each subject faculty will determine the tasks/activities that will contribute to the final assessment mark. The final assessment mark will be based on several syllabus components. These components are described in the specific subject information sections of this booklet. The components are weighted by the BOSTES to reflect their value in terms of syllabus outcomes. Individual assessment tasks will reflect these weightings and will be expressed as a mark.

It is extremely important for students to understand that any Higher School Certificate candidate who does not complete tasks worth more than 50% of the total assessment mark for a particular course, will be classified as not having satisfactorily studied that course.

In these circumstances, the course will not be included on the result notice and it may mean that the candidate will not be eligible for the award of a Higher School Certificate. A candidate must satisfactorily study at least ten (10) units to qualify for the award of a Higher School Certificate.

REPORTING ASSESSMENTS

Candidates will be given an assessment rank at regular intervals throughout each Higher School Certificate Course. These rankings will appear on the yearly and half-yearly school reports.

At the end of each Higher School Certificate Course, the final assessment mark and school assessment ranking for each course attempted will be sent to the BOSTES. In accordance with Board policy, candidates will not be informed of the final assessment mark supplied to the BOSTES

APPEAL FOR REVIEW OF ASSESSMENT RANKING

Students can request a review by the school of their Higher School Certificate assessment ranking, if they consider that the school's final order of merit for a particular course is not consistent with their expectations, on the basis of their performance on assessment tasks throughout the course. An assessment review will focus on the school's procedures for determining the final assessment mark. The marks awarded for individual assessment tasks will not be subject to review as part of this process. This review process must be completed before the end of the school year and the student informed of the outcome of the review.

The student may subsequently appeal to the BOSTES but only on the grounds that the review made by the school did not comply with Board requirements.

ILLNESS AND MISADVENTURE

Illness and misadventure will not be compensated for when the school is determining the assessment marks of pupils. If possible, marks will be based on a substitute task, or, in exceptional circumstances, an estimate based on other evidence if the student has a valid reason, such as illness, for not completing that task/activity.

STANDARDS-REFERENCED ASSESSMENT

Teaching and learning is based on the syllabus. The most important sources for the syllabus standards are the outcomes and content. Performance standards are derived from the outcomes, from explicit statements of student performance and from the professional judgment of teachers. Assessment provides a link between the two. Both syllabus and performance standards must be considered during the programming of the course. The link between syllabus and performance standards is made through school assessment and the state wide Higher School Certificate examination. Students undertake Higher School Certificate assessment tasks that refer to syllabus outcomes, content, assessment components and component weightings. Students present for external examinations that reflect syllabus outcomes set by the BOSTES. External marking uses standards-referenced marking guidelines developed by examination committees.

The minimum standard expected is 50. The BOSTES expects most students to get above the minimum but some may score below 50. Students who score below 50 will not have a description of their course performance but will receive a mark and recognition of the completion of that course.

CONCLUSION

If you have any questions regarding the assessment procedures, you are welcome to discuss them with your teacher, the Head Teacher or your Year Adviser. Parents who have any queries regarding Higher School Certificate assessments may make an appointment to speak to a member of the school's Executive by telephoning the school on (02) 4229 4644.



HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

INTRODUCTION

Each student is responsible for completing any assessment task and submitting it on or before the published due date. If the assessment task is a test, each student must undertake the test on the published date. Further, it must be understood that, for the most part, an assessment task is an original and individual effort on the part of the student.

Students should maintain a calendar of assessment tasks for each Higher School Certificate course. This calendar will assist in planning a study regime to avoid unnecessary overload. Potential conflicts and/or work overload should be brought to the teacher's notice when a date is first set.

A student having difficulty completing any assessment task before the due date should discuss his/her concerns with the appropriate Head Teacher.

Students will be given at least two weeks' notice in writing of the due date for any assessment task. Any change to the due date will also be provided in writing to each student.

Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

1. LATE SUBMISSION OF AN ASSESSMENT TASK

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.1 Students are required to submit each assessment task on or before the due date.
- 1.2 On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by 8.45 am.
- 1.3 If the task is to be done in class, the student must be present from the beginning of the day.
- 1.4 In general, late submission of an assessment task will result in zero marks being awarded for that task.
- 1.5 All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student is course complete.

- 1.6 In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student, who anticipates that he/she will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the appropriate Head Teacher. An application for an extension of time must be made in writing and countersigned by a parent/caregiver.

The Head Teacher will only grant an extension of time if:

- 1.6.1 The student gives an acceptable and compelling reason for the impending late submission of the assessment task; and

- 1.6.2 The extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.7 Students are not to assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- 1.7.1 The reason offered is deemed unacceptable.

- 1.7.2 No reason is offered.

- 1.7.3 The student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

2. MISSED ASSESSMENT TASKS

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student should be present at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1 If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course immediately the fact is known.
- 2.2 Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Head Teacher of this matter prior to the published date.
- 2.3 If unforeseen circumstances, such as a serious illness, injury or emotional trauma prevents a student from completing a task on the due date, the student is to approach the Head Teacher supervising the course, immediately upon returning to school. (It is advisable to contact the school by telephone to notify of impending absences).

- 2.3.1 Written evidence such as a medical certificate must be provided to the Head Teacher. The Head Teacher, in consultation with the class teacher, will determine if the reason is acceptable. The Head Teacher has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)
- 2.4 If a Head Teacher deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded zero marks for the task.
- 2.5 Each class teacher will notify a student's parent/guardian, in writing, that the student has missed the assessment task. This notification will be in the form of 'N' award letters. Copies of all such letters will be retained as part of faculty records.

3. CHEATING AND PLAGIARISING

In general, students will be expected to produce individual and original work as an assessment task. Head Teachers will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1 Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2 Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3 Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 3.4 If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, the original penalty will stand.
- 3.5 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.

4. ASSESSING STUDENTS WHO ENROL DURING A HIGHER SCHOOL CERTIFICATE COURSE

Any student who has not been enrolled at Keira High School for all of a Higher School Certificate Course may have missed assessment tasks. In such cases, the following procedures will be used to establish his/her assessment record.

- 4.1 The student's performance will be ranked according to scores obtained for the first assessment period report after enrolment at Keira High School. It may be necessary for Head Teachers to determine estimates for assessment tasks that the student missed in this assessment period, prior to enrolment.
- 4.2 This ranking will then be applied to scores obtained by the rest of the class in previous assessment periods.
- 4.3 The student will receive an estimated assessment for each of the previous periods based on this ranking.

5. DETERMINING AN ASSESSMENT RECORD FOR A STUDENT WHO REPEATS A HIGHER SCHOOL CERTIFICATE COURSE

Students who repeat a course are only assessed on their new attempt at that course. If they are permitted to re-commence studies after the start of Year 12 for their repeat year, their assessment record is determined as for transferring students as outlined above.

6. ASSESSMENT REVIEWS

- 6.1 Any student who wishes to challenge the order of merit may do so by applying in writing to the Principal for a school review. The application must name the course and the specific areas of concern.
- 6.2 The Principal will form an Assessment Review Panel to consider the appeal. The panel will consist of the Principal, the Head Teacher of the course and the Year Adviser. (In the event that either the Head Teacher or the Year Adviser is the class teacher of the course subject to appeal, a Deputy Principal will take his/her place on the panel.)
- 6.3 In conducting the review, the panel will focus on the school's procedures for determining the final assessment mark. The marks awarded for any individual assessment task will not be subject to review.
- 6.4 Before seeking such a review, students should consult Section 15 of the *ACE website*.

7. VOCATIONAL EDUCATION ASSESSMENT

This section should be read in conjunction with the school's overall Higher School Certificate Assessment Policy. As with all other Higher School Certificate courses, students undertaking vocational educational courses may be deemed either satisfactory or unsatisfactory.

7.1 Satisfactory Completion of a Vocational Course

A student has satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that a student has:

- 7.1.1 followed the course developed or endorsed by the BOSTES;
- 7.1.2 applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 7.1.3 achieved some or all of the course outcomes.

7.2 Unsatisfactory Completion of a Vocational Course

If a student fails to undertake the mandatory work placement component of a vocational course, the Principal may deem that the student has not made a genuine attempt to satisfactorily complete the course and therefore may apply the "N" determination. The minimum mandatory hours spent in a workplace setting is 70 hours in the 240-hour course.

If at any time it appears that student is at risk of being given a "N" determination in any vocational course, the Principal must follow the same procedure as for any other Higher School Certificate course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an "N" determination in a vocational course, that course will not appear on the student's Record of Achievement. No Vocational Certificate or Statement of Attainment will be issued to students who receive an "N" determination. In such cases, the completed student record of competency book will serve as the student's official record of any learning outcomes satisfactorily demonstrated during the course.

7.3 Assessment in Vocational Courses

The purpose of assessment is to attribute competence on the basis of performance demonstrated against the assessment criteria. A student is either judged as competent or not yet competent.

Assessment in all vocational education courses is ongoing therefore students will be able to successfully complete competencies until the end of the course. Students opting for the award of an ATAR will be eligible to sit for the Higher School Certificate examination relevant to the course studied.

Teachers delivering vocational education courses will adopt a system of moderated assessment. This means that the assessment of competencies may be monitored not only by the teacher delivering the course, but also by another individual with the appropriate qualifications. This may be by another staff member at either Keira High School or a nearby school, or a qualified assessor in industry.

Assessment of student achievement will meet the requirements to achieve dual accreditation.

A record of demonstrated learning outcomes will be maintained. This is the Student Log. The Student Log forms a permanent record of learning outcomes demonstrated to industry standards. The Student Log does not generate a mark. The log will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated. Student Log books are progressively completed and a central, backup hardcopy along with an electronic copy will be kept and updated on a regular basis.

7.4 Formulating Assessments

Each subject faculty will determine the tasks that will contribute to assessing competencies in vocational courses. A list of the major tasks and the related competencies are described in the specific subject information sections of this booklet. It is also important to understand that some competencies are assessed in an ongoing informal manner during class time, or while students are observed at work placement.

7.5 Reporting Competencies

Students will be given a mid-course report and, at the beginning of Term 4, a Final Preliminary Course Report. These will contain modules/competencies that the student is competent in. Students will also have a copy of their logbook.

7.6 Re-attempting Competencies

As assessment of competencies is ongoing, a student may, where practical, re-attempt the same or similar task, to prove competence. However, if a student fails to submit an assessment task on time or is absent without the necessary documentation he/she will be unable to make multiple attempts at achieving competency.

7.7 Students Transferring From Another School

The logbook from the student's previous school will act as an official record of all competencies gained so far during the course.

7.8 Vet Course Appeals

In the instance where a student appeals a decision made by their classroom teacher regarding an achievement of a competency, the Principal may organise for an independent assessment from an external assessor.

With regards to appeals concerning an unsatisfactory determination for a Higher School Certificate Course, they must do so on the forms sent to the school by the Board. In conducting the review, the school's assessment panel will focus on the school's procedures for determining the final assessment mark. The marks awarded for any individual assessment task will not be subject to review.

8. STUDENTS WITH SPECIAL EDUCATION NEEDS

- 8.1 Students with special education needs can meet the requirements of a Higher School Certificate by following a combination of study combining:
 - 8.1.1 Board Developed Life Skills Courses and/or
 - 8.1.2 Board Developed Courses and/or
 - 8.1.3 Board Endorsed Courses
- 8.2 In each student's case, an individualized program of study will be developed.
- 8.3 The criteria for assessments for Life Skills courses in Stage 6 will reflect the levels identified in the Individual Transition Planning Process.
- 8.4 The assessment will indicate the student's achievements at the end of each course.
- 8.5 The school will complete a Profile of Student Achievement as provided by the Board of Studies for each student undertaking a Stage 6 Life Skills course.

BOARD DEVELOPED COURSES

(BDC)

**ABORIGINAL STUDIES
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Social Justice and Human Rights, Aboriginality and the Land/Heritage and Identity	Half Yearly Examination	Major Research Project	Media File and Report	Trial HSC Exam	
	DUE DATE: Week 6 Term 4	DUE DATE: Week 8 – 9 Term 1	DUE DATE: Week 10 Term 1	DUE DATE: Week 8 Term 2	DUE DATE: Week 2 – 3 Term 3	
Outcomes	Outcomes Assessed H3.1, H3.2, H3.3	Outcomes Assessed H1.1, H1.2, H3.1, H3.2, H3.3	Outcomes Assessed H4.1, H4.2, H4.3, H4.4	Outcomes Assessed H1.3, H4.1, H4.3	Outcomes Assessed H1.2, H1.3, H3.1, H3.2 H3.3, H4.1	Weighting from syllabus specification components Total
Knowledge & Understanding of Content		5	10		25	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5		10	10		25
Research and inquiry methods, including aspects of the Major Project	5		10	5		20
Communication of information, ideas and issues in appropriate forms		5	10			15
Total Weighting	10	10	40	15	25	100

**ANCIENT HISTORY
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8-9	Term 2 Week 8	Term 3 Week 2-3	Term 3 Week 6	
	Core Study : Source Analysis (in class)	Half Yearly Exam	Personality; Research and essay (in class)	Trial HSC	Society Study: Source based analysis (in class)	
Syllabus components	Outcomes Assessed H3.1, H3.2,H3.3, H3.4 H3.5 H4.1 H4.2	Outcomes Assessed H1.1, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5,H4.1, H4.2	Outcomes Assessed H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	Outcomes Assessed H1.1, H2.1, H3.1,H3.2, H3.3, H3.4, H3.5,H4.1, H4.2	Outcomes Assessed H1.1, H2.1, H3.3 H3.4, H3.6, H4.1, H4.2	Weighting from syllabus specification components Total
Knowledge and understanding of content	10	5	10	10	5	40
Source-based skills	5	5		5	5	20
Historical inquiry and research		5	10		5	20
Communication of historical understanding in appropriate forms	5	5		5	5	20
Total Weighting	20	20	20	20	20	100

BIOLOGY

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 4	Term 3 Week 2/3	
	Research and Presentation	Mid- Course Exam	Practical/ Skills Task	Trial HSC Exam	
Syllabus components	Outcomes Assessed H1, H5, H12, H13, H14	Outcomes Assessed H3, H4, H6, H7, H8, H9, H10, H13, H14	Outcomes Assessed H2, H9, H11, H12, H13, H14	Outcomes Assessed H3, H4, H6, H7, H8, H9, H10, H13, H14	Weighting from syllabus specification components Total
Knowledge and understanding of The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology Cell ultrastructure and biological processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	5	15	5	15	40
Skills in: Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing information from secondary sources	15		15		30
Skills in: Communicating information and understanding Developing scientific thinking and problem solving techniques Working individually and in teams	10	5	10	5	30
Total Weighting	30	20	30	20	100

CHEMISTRY 2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week 5	Term 3 Week 2/3	
	Research and Presentation	Mid-Course Exam	Practical / Skills Task	Trial HSC Exam	
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification Components
	H1, H5, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14	H2, H9, H11, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14	Total
<p>Knowledge and understanding of The history, nature, and practice of Chemistry, applications and uses of Chemistry and their implications for society and the environment, and current issues, research and developments in Chemistry.</p> <p>Atomic structure and periodic table and bonding energy, chemical reactions, carbon chemistry and stoichiometry.</p>	5	15	5	15	40
<p>Skills in: Planning and conducting first hand investigations</p> <p>Gathering and processing first hand data.</p> <p>Gathering and processing relevant information from secondary sources</p>	15		15		30
<p>Skills in: Communicating information and understanding</p> <p>Developing scientific thinking and problem solving techniques</p> <p>Working individually and in teams</p>	10	5	10	5	30
Total Weighting	30	20	30	20	100

**COMMUNITY AND FAMILY STUDIES
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 10	Term 1 Week 4	Term 1 Week 8/9	Term 2 Week 7	Term 3 Week 2/3	
	Independent Research Project	Essay	Half Yearly Exam	Community directory	Trial HSC Exam	
Syllabus components	Outcomes Assessed H1.1, H2.2, H3.1, H4.1, H4.2	Outcomes Assessed H1.1, H2.2, H3.4, H5.1,	Outcomes Assessed H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1 H6.2	Outcomes Assessed H2.1, H2.3, H3.2, H4.2,	Outcomes Assessed H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.2, H5.1, H5.2, H6.1 H6.2	Weighting from syllabus specification Components Total
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> Resource management Positive relationships Range of societal factors 		10	5	10	15	40
Skills in: <ul style="list-style-type: none"> Applying management to processes to meet the needs of individuals, groups and communities Planning to take responsible action to promote well being 		5	5	10	5	25
Knowledge and understanding about: Research, methodology and skills in researching critical thinking, analysing and communicating	20	5	5		5	35
Total Weighting	20	20	15	20	25	100

**DANCE
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
	Term 4 Week 9	Term 1 Week 4	Term 2 Week 2	Term 2 Week 8	Term 2 Week 10	Trial Exam Period	
	Major Study Work in Progress	Composition Work in Progress	Performance, Interview & Journal	Written Exam	Trial Practical Exam, Interview & Journal	Written Exam	
Syllabus Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification components
	H1.2, H2.1, H2.2, H2.3	H1.2, H3.1, H3.2, H3.3	H2.1, H2.2, H2.3	H1.1, H1.3, H1.4, H4.1, H4.3	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4	H1.1, H1.3, H4.1, H4.2, H4.4, H4.5	Total
Performance			10		10		20
Composition		10			10		20
Appreciation				10		10	20
Major Study	15				25		40
Total Weighting	15	10	10	10	45	10	100

**DESIGN AND TECHNOLOGY
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 4	Term 2 Week 7	Term 3 Week 2/3	
	Planning and Research	Half Yearly Exam	Research Task	M.D.P.	Trial HSC Exam	
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification components
	H1.1 H4.1 H4.3 H5.1	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H4.3	H3.1 H3.2 H5.2 H6.2	H3.2 H4.2 H4.3 H5.1 H5.2 H6.1	H1.1 H1.2 H2.1 H2.2 H3.1 H3.2 H4.3 H5.2 H6.1 H6.2	Total
Innovation and Emerging Technologies		15	10		15	40
Designing and Producing	10	5		25	20	60
Total Weighting	10	20	10	25	35	100

DRAMA 2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week10	Term 3 Week 5	
	Contemporary Australian Theatre	Verbatim Theatre	Individual Project	Group Performance	
Syllabus components	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 3.1, 3.2, 3.3, 3.4, 3.5	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5	Outcomes Assessed H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5	Weighting from syllabus specification components
					Total
Workshop Performance and Analysis: 10% Half Yearly: 5% Trial: 10%	25				25
Workshop Performance and Analysis: 10% Half Yearly: 5% Trial: 10%		25			25
Individual Project Performance/ Presentation: 15% Logbook: 10%			25		25
Group Performance: 15% Logbook: 10%				25	25
Total Weighting	25	25	25	25	100

NOTE:

Half Yearly Examination takes place late Term 1, Week 8/9

Trial Examination takes place Term 3, Week 2/3

**ECONOMICS
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	Term 3, Week 6	
	The Global Economy Oral/ Research	Half Yearly The Global Economy / Australia's Place In the Global Economy	Economic Issues Research based In-Class Essay	Trial HSC Exam All Topics	Economic Objectives Extended response In-Class Essay	
Syllabus components	Outcomes Assessed H1,2,3,4,5,9, 10,12	Outcomes Assessed H1,5,7,8, 10	Outcomes Assessed H1,4,5,6,8, 9,10,12	Outcomes Assessed H1,2,3,4,5, 6,8,9,10	Outcomes Assessed H1,2,3,4,5, 8,9,12	Weighting from syllabus specification components Total
Knowledge and understanding of course content	10	5	10	10	5	40
Stimulus-based skills	5	5		5	5	20
Inquiry and Research		5	10		5	20
Communication of economic information, ideas and issues In appropriate forms	5	5		5	5	20
Total Weighting	20	20	20	20	20	100

**ENGINEERING STUDIES
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	
	Topic: Civil Eng. Bridges Engineering Report	Half Yearly Exam	Topic: Aeronautical Eng. Engineering Report	Trial HSC Exam	
Syllabus components	Outcomes Assessed H 1.1, H1.2, H2.1, H4.3,	Outcomes Assessed H 1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Outcomes Assessed H 1.1, H1.2, H2.1, H2.2, H3.2, H4.3,	Outcomes Assessed H 1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Weighting from syllabus specification Components Total
Knowledge and understanding of engineering principles and developments in technology.	10	15	10	15	50
Skills in research, problem solving and communication related to engineering.	5	10	5	10	30
Understanding of the scope and role of engineering including management and problem solving.	5	5	5	5	20
Total Weighting	20	30	20	30	100

**ENGLISH ADVANCED
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 7	Term 1 Week 8/9	Term 2 Week 6	Term 3 Week 2/3	Term 3 Week 5	
	Module B Speeches	Half Yearly Examination Area of Study Discovery	Module A Comparative Study	Trial HSC Exam	Module C People and Politics	
Syllabus components	Outcomes Assessed H4, 2A 9	Outcomes Assessed H2, 7, 11 12A	Outcomes Assessed H1, 8	Outcomes Assessed H3, 8, 10, 11, 12A, 13	Outcomes Assessed H5, 6	Weighting from syllabus specification Components Total
Common Content Area of Study Discovery		Q1 Reading 5 Q2 Writing 5 Reading 15		Q1 Reading 5 Q2 Writing 5 Q3 Writing 5		40
Module A Comparative Study of Texts and Context			Listening 15	Writing 5		20
Module B Critical Study of Texts	Speaking 15			Writing 5		20
Module C Representation & Text				Writing 5	Viewing 15	20
Total Weighting	15	25	15	30	15	100

**ENGLISH - EXTENSION 1
1 UNIT**

	Task 1	Task 2	Task 3	Task 4	
Genre: Science Fiction	Term 1 Week 2	Term 1 Week 8/9	Term 3 Week 9	Term 3 Week 2/3	
	In-class essay: Critical Response	Half- Yearly Exam	Portfolio & Oral Presentation	Trial HSC Examination	
	Outcomes Assessed H1, 2, 3	Outcomes Assessed H1, 2, 3	Outcomes Assessed H1, 2, 4	Outcomes Assessed H1, 2, 3, 4	Weighting from syllabus specification Components Total
Knowledge and understanding of complex texts and of how and why they are valued.	5	5	10	5	25
Skills in: - Complex analysis -Sustained composition -Independent investigation	5	5	10	5	25
Total Weighting	10	10	20	10	50

**ENGLISH - EXTENSION 2
1 UNIT**

	Task 1	Task 2	Task 3		
	Term 1 Week 2	Term 2 Week 7	Term 3 Week 1	Term 3 Week 5	
	Interview addressing proposals for major work	Draft of Major Work and Reflection	Report	Completed Major Work and Reflection Statement	
Syllabus components	Outcomes Assessed H1, 2	Outcomes Assessed H1, 2	Outcomes Assessed H1, 2	Outcomes Assessed H1, 2	Weighting from syllabus specification Components Total
Viva Voce addressing proposals	10				10
Draft version of major work and reflection to date		25			25
Report			15		15
Total Weighting	10	25	15		50

**ENGLISH STANDARD
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week 6	Term 3 Week 5	Term 5 Week 2/3	
	Module A	Half Yearly Examination Area of Study and Module A	MODULE B Close Study of Text	TRIAL HSC Exam	MODULE C Texts and Society	
Syllabus components	Outcomes Assessed H4, 9, 12, 13 2, 5, 4	Outcomes Assessed H1, 7, 11, 12, 13	Outcomes Assessed H4, 6, 7	Outcomes Assessed H3,10	Outcomes Assessed H7, 8, 9	Weighting from syllabus specification Components Total
Common content Area of Study Discovery Poems: Frost Play: Away		Q1Reading 5 Q2 Writing 5 Reading 15		Q1Reading 5 Q2 Writing 5 Q3 Writing 5		40
Module A Experience Through Language Distinctive Voices – Speeches Visual + Film	Viewing 15			Writing 5		20
Module B Close Study of Text Novel “Curious Incident” or “Harry Lavender”			Listening 15	Writing 5		20
Module C Text and Society Exploring Transitions Poetry “Simple Gift” Drama: Ed Rita				Writing 5	Speaking 15	20
Total Weighting	15	25	15	30	15	100

ENGLISH AS A SECOND LANGUAGE

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 2/3	Term 3 Week 5	
	Module B Texts and Society	Half Yearly Exam	Area of Study Discovery	TRIAL HSC EXAM	Module A Experience Through Language	
Syllabus components	Outcomes Assessed H4, 5, 8, 9, 13	Outcomes Assessed H1, 2, 4, 5, 6, 7, 8,11	Outcomes Assessed H1, 2, 6, 7, 8, 9, 10, 12, 14	Outcomes Assessed H1, 2, 3, 4, 5, 7, 9, 11, 13	Outcomes Assessed H1, 2, 5, 6, 8, 11, 13	Weighting from syllabus specification Total
Area of Study Discovery Text 1 Prose Fiction: Swallow the Air		Listening 2.5 Reading 5 Writing 7.5			Reading 10 Listening 2.5 Writing 2.5	50
Text 2 Drama: Rainbow's End			Speaking 20			
Module A Australian Voices Film: The Castle				Viewing 15 Writing 5	Writing 5	25
Module B Living and Working in the Community	Listening 15	Reading 5			Writing 5	25
Total Weighting	15	20	20	20	25	100

**FOOD TECHNOLOGY
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 4	Term 3 Week 5	Term 3 Week 2/3	
	Nutrition Report	Half Yearly Exam	Food Manufacture	Product Development	Trial HSC Exam	
Syllabus components	Outcomes Assessed H2.1, H3.2, H5.1	Outcomes Assessed H1.1, H1.2 H2.1	Outcomes Assessed H1.1, H1.2, H1.4, H3.1,	Outcomes Assessed H1.3, H4.1, H5.1	Outcomes Assessed H1.1, H1.3, H2.1	Weighting from syllabus specification Total
Knowledge		5			15	20
Research and Communication	10	5	5		10	30
Experimentation and Preparation	5		15	10		30
Design and Evaluation			5	15		20
Total Weighting	15	10	25	25	25	100

**INDUSTRIAL TECHNOLOGY
TIMBER PRODUCTS & FURNITURE TECHNOLOGIES
2 UNITS**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 2	Term 2 Week 6	Term 3 Week 2	
	Design & Research	Half Yearly Exam	Industry Study	MDP	Trial HSC Exam	
Syllabus components	Outcomes Assessed H1.1, H1.2	Outcomes Assessed H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Outcomes Assessed H5.1, H5.2, H7.1	Outcomes Assessed H2.1, H3.3, H4.1, H6.2	Outcomes Assessed H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	Weighting from syllabus specification Total
Industry Study			10		5	15
Major Project	15	10		25	10	60
Industry Related Manufacturing Technology		10			25	25
Total Weighting	15	20	10	25	30	100

**LEGAL STUDIES
2 UNITS**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term1 Week 6	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	
	Core: Crime Research & Response	Human Rights Presentation	Half Yearly Exam	Option 1 Research and Response	Trial HSC	
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification components
	H1, 2, 4, 5, 6, 7, 8, 9, 10	H1, 3, 4, 5, 6, 7, 9, 10	H1, 3, 4, 5, 6, 7, 9, 10	H2, 4, 5, 6, 7, 8, 9, 10	H1, 4, 5, 6, 7, 8, 9, 10	Total
Knowledge and understanding of course content	5	10	20	5	20	60
Research	10			10		20
Communication	5	5		10		20
Total Weighting	20	15	20	25	20	100

MATHEMATICS GENERAL 2
2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 8 & 9	Term 2 Week 8	Term 3 Week 2 & 3	
	Class Task	Half Yearly Examination	Focus Study Project	Trial HSC	
Syllabus Components	Outcomes Assessed MG2H-1 MG2H-2 MG2H-3 MG2H-5 MG2H-7 MG2H-9 MG2H-10	Outcomes Assessed MGP-1→ MGP-10 MG2H-1 MG2H-2 MG2H-4 MG2H-5 MG2H-7 MG2H-8 MG2H-9 MG2H-10	Outcomes Assessed MG2H-1 MG2H-2 MG2H-3 MG2H-4 MG2H-5 MG2H-9 MG2H-10	Outcomes Assessed MGP-1→ MGP-10 MG2H-1 MG2H-2 MG2H-3 MG2H-4 MG2H-5 MG2H-6 MG2H-7 MG2H-8 MG2H-9 MG2H-10	Weighting from syllabus specification Components Total
Concepts, Skills and Techniques	10	15	10	15	50
Reasoning and Communication	5	15	15	15	50
Total Weighting	15	30	25	30	100

**MATHEMATICS
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 8 & 9	Term 2 Week 9	Term 3 Week 2 & 3	
	Class Task	Half Yearly Examination	Class Task	Trial HSC	
Syllabus Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification Components
	P1	P1–P8	H1	P1–P8	
	P2		H4		
	P4	H1	H5	H1	
	H1	H2	H6	H2	
	H2	H4	H8	H3	
	H4	H6	H9	H4	
	H5	H7		H5	
	H9	H9		H6	
				H7	
			H8		
			H9		
	Total				Total
Concepts, Skills and Techniques	8	15	10	17	50
Reasoning and Communication	7	15	10	18	50
Total Weighting	15	30	20	35	100

**MATHEMATICS EXTENSION 1
1 UNIT**

	Task 1	Task 2	Task 4	
	Term 4 Week 9	Term 1 Week 8 & 9	Term 3 Week 2 & 3	
	Class Task	Half Yearly Examination	Trial HSC	
Syllabus Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification Components
	PE1 PE2 PE3 PE4 PE6 HE1 HE7	PE1 PE2 PE3 PE4 PE5 PE6 HE2 HE6 HE7	PE1 PE2 PE3 PE4 PE5 PE6 HE1 HE2 HE3 HE4 HE5 HE6 HE7	Total
Concepts, Skills and Techniques	10	17	23	50
Reasoning and Communication	10	18	22	50
Total Weighting	20	35	45	100

MODERN HISTORY

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 4	Term 3 Week 2/3	Term 3 Week 5	
	Source: Analysis World War I	Half Yearly Examination	Research & Presentation: Personality	Trial HSC Examination	Research Essay	
Syllabus components	Outcomes Assessed H1.1, 1.2, 3.3, 3.4, 4.1	Outcomes Assessed H1.1, 3.1, 3.2, 3.4, 3.5, 4.2	Outcomes Assessed H1.2, 2.1, 3.1, 3.2, 4.2	Outcomes Assessed H2.1, 3.3, 3.5, 4.2	Outcomes Assessed H1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2	Weighting from syllabus specification components
						Total
Knowledge and understanding of content	10	5	10	10	5	40
Source-based skills	5	5		5	5	20
Historical inquiry and research		5	10		5	20
Communication of historical understanding in appropriate forms	5	5		5	5	20
Total Weighting	20	20	20	20	20	100

MUSIC 1 2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 8/9	Term 3 Week 2	Term 3 Week 2/3	
	Composition & Viva	Half Yearly Aural & Performance	Performance/ Musicology Elective 2	Trial HSC Performance Elective & Aural	
Syllabus components	Outcomes Assessed H2, H6, H10, H11	Outcomes Assessed H3, H5, H10, H11	Outcomes Assessed H4, H6	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Weighting from syllabus specification components Total
Musicology Core		10			10
Composition Core	10				10
Performance Core		10			10
Aural Core		10		15	25
Electives	Elective 1: 15		15	15	45
Total Weighting	25	30	15	30	100

**PDHPE
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	
	Skill Acquisition Report Core 2	Half Yearly Exam Core 2 and Option 3	In Class Essay Core 1	Trial Exam Cores 1 & 2, Option 3	
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification components
	H8, H9, H10, H16	H7, H8, H9, H10, H17	H1, H2, H3, H4, H5, H14, H15	H1, H2, H3, H4, H5, H7, H8, H9, H10, H14, H15, H16, H17	Total
Knowledge and understanding of: - Factors that affect health - The way the body moves	5	10	15	10	40
Skills in: - Influencing personal and community health - Taking action to improve participation and performance in physical activity	10	5	5	10	30
Skills in: - Critical thinking, research and analysis	10	5	5	10	30
Total Weighting	25	20	25	30	100

PHYSICS 2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	
	Research and Presentation	Mid-Course Examination	Practical/Skills Test	Trial HSC Examination	
Syllabus components	Outcomes Assessed H1, H5, H12, H13, H14	Outcomes Assessed H3, H4, H6, H7, H8, H9, H11, H12, H13, H14	Outcomes Assessed H2, H9, H11, H12, H13, H14	Outcomes Assessed H3, H4, H6, H7, H8, H9, H10, H13, H14	Weighting from syllabus specification components Total
Knowledge and understanding of: The history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics. Kinematics and dynamics, energy, waves, fields and matter.	5	15	5	15	40
Skills in: Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing information from secondary sources.	15		15		30
Skills in: Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams.	10	5	10	5	30
Total Weighting	30	20	30	20	100

**SOCIETY & CULTURE
2 UNIT**

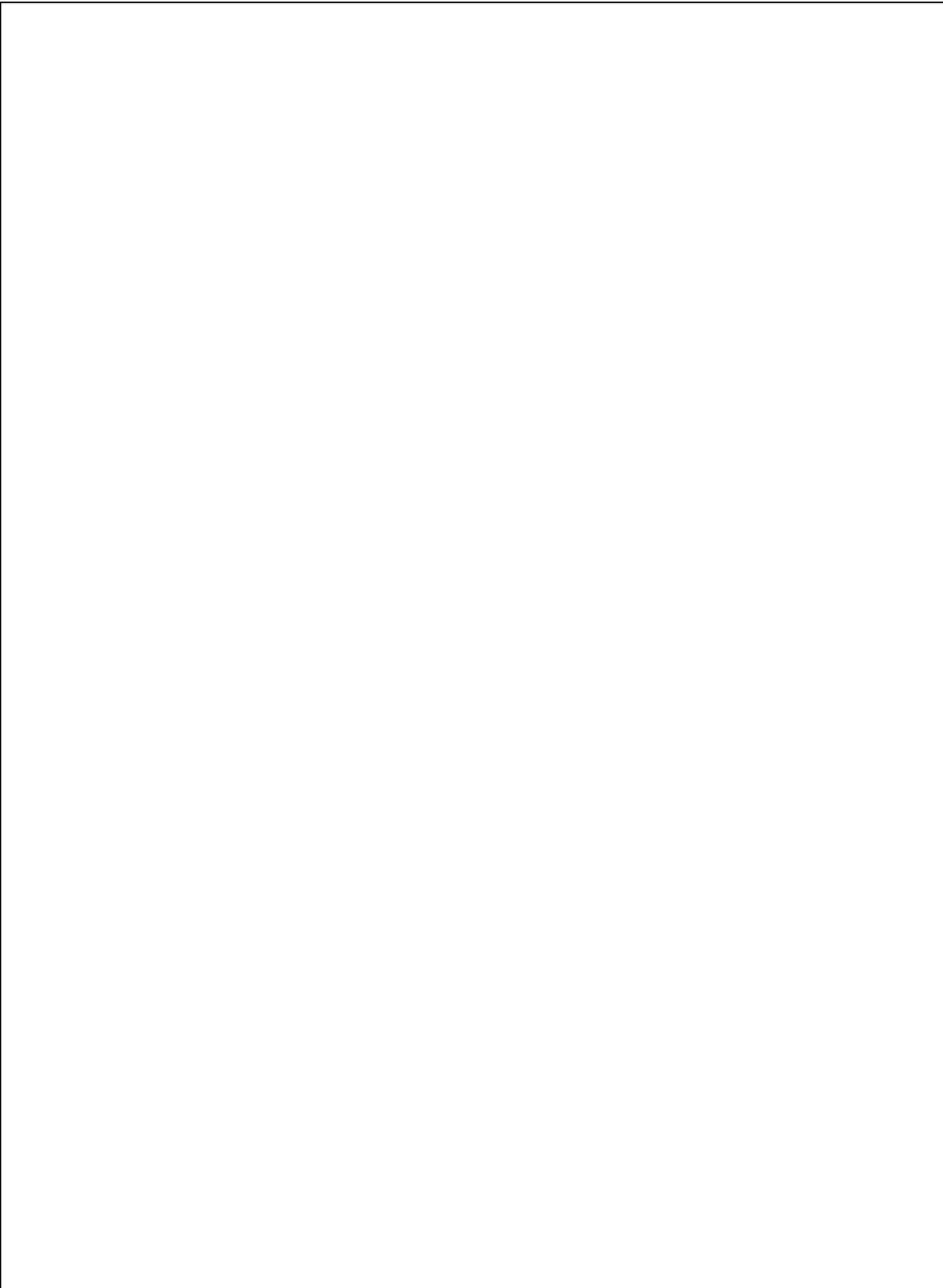
	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week 5	Term 2 Week 10	Term 3 Week 2/3	
	Research and Report: Social and Cultural Continuity and Change	Half Yearly	Research Task Depth Study 1	Depth Study: In-class Essay	Trial HSC Written Examination including Depth Study 2	
Syllabus components	Outcomes Assessed H1, H2, H4, H5, H6, H7, H10	Outcomes Assessed H1, H2, H3, H4, H5, H7, H9, H10	Outcomes Assessed H1, H2, H3, H5, H7, H9, H10	Outcomes Assessed H3, H4, H5, H7, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H10	Weighting from syllabus specification components
						Total
Knowledge and understanding of course content	10	15		10	15	50
Application and evaluation of social and cultural research methodologies	10		15		5	30
Communication of information, ideas and issues in appropriate forms			5	10	5	20
Total Weighting	20	15	20	20	25	100

TEXTILES & DESIGN
2 UNIT

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 4	Term 3 Week 2/3	
	Fabric Colouration/ Experimentation and MTP Process	Contemporary Designer and MTP	Innovation and MTP Oral	Trial HSC Exam	
Syllabus Components	Outcomes Assessed H1.1, H1.2, H2.1, H2.2, H2.3, H6.1	Outcomes Assessed H1.1, H1.2, H1.3, H2.1, H2.2, H2.3	Outcomes Assessed H3.1, H3.2, H4.1, H4.2	Outcomes Assessed H1.2, H1.3, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2 H6.1	Weighting from syllabus specification components Total
Major Textiles Project	15	15	20		50
Design	5	5		10	20
Properties and Performance of Textiles			5	15	20
ATCFI				10	10
Total Weighting	20	20	25	35	100

**VISUAL ARTS
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 8	Term 4 (2016) Week 8 Term 1 (2017) Week 7 Term 2 (2017) Week 10	Term 1 Week 8/9	Term 2 Week 8	Term 3 Week 2/3	
	Research Essay	Ongoing Practical Review	Half Yearly Exam	BOW and Diary	Trial Exam	
Syllabus components	Outcomes Assessed H7, H8	Outcomes Assessed H1, H2, H3, H4	Outcomes Assessed H7, H8, H9, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6	Outcomes Assessed H7, H8, H9, H10	Weighting from syllabus specification components Total
Art Making		30		20		50
Critical and Historical Studies	15		15		20	50
Total Weighting	15	30	15	20	20	100



**ENGLISH STUDIES
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 7	Term 1 Week 8/9	Term 2 Week 6	Term 3 Week 4	Term 3 Week 5	
	Assessment Task 1	Task 2 Exam	Assessment Task 3	Portfolio	Assessment Task 5	
Syllabus components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification components
	H1, 2, 3, 4	H1, 2, 3, 4	H1, 2, 3, 4	H1, 2, 3, 4	H1, 2, 3, 4	Total
Topic 1 We Are Australians	20			5		25
Topic 2 Family Life		20		5		25
Topic 3 English and the Media			20	5		25
Topic 4 The Big Screen				5	20	25
Total Weighting	20	20	20	20	20	100

**MATHEMATICS GENERAL 1
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 8 & 9	Term 2 Week 8	Term 3 Week 2	
	Class Task	Half Yearly Examination	Focus Study Project	Focus Study Project	
Syllabus Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Weighting from syllabus specification Components
	MG1H-1 MG1H-2 MG1H-6 MG1H-9	MG1H-1 MG1H-2 MG1H-3 MG1H-6 MG1H-7 MG1H-9 MG1H-10	MG1H-1 MG1H-2 MG1H-3 MG1H-4 MG1H-5 MG1H-7 MG1H-9 MG1H-10	MG1H-1 MG1H-2 MG1H-3 MG1H-4 MG1H-5 MG1H-6 MG1H-9	Total
Knowledge and understanding	7	15	13	15	50
Skills	8	15	12	15	50
Total Weighting	15	30	25	30	100

**PHOTOGRAPHIC AND DIGITAL MEDIA
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	
	Term 4 Week 8	Term 1 Week 4	Term 2 Week 5	Term 3 Week 5	
	BOW & VAD	Research &Related Practical	Critical Evaluation & Related Practical	BOW & VAD	
Syllabus components	Outcomes Assessed M1, M2, M3, M4, M5, M6	Outcomes Assessed M3, M4, M5, CH1, CH2, CH3, CH4	Outcomes Assessed M1, M2, M3, M4, M5, M6, CH3, CH4, CH5	Outcomes Assessed M1, M2, M3, M4, M5, M6	Weighting from syllabus specification Components Total
Making	20	10	10	30	70
Critical and Historical		15	15		30
Total Weighting	20	25	25	30	100

**SPORT, LIFESTYLE AND RECREATION
2 UNIT**

	Task 1	Task 2	Task 3	Task 4	Task 5	
	Term 4 Week 6	Term 1 Week 6/7	Term 2 Week 8	Term 3 Week 5	Term 3 Week 1	
	Outdoor Recreation Weekend	Event Management – Round Robin school competition	Newspaper Article – Schoolies/ Alcohol and Drugs	Practical Assessment	Exam	
Syllabus components	Outcomes Assessed 1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4	Outcomes Assessed 1.1, 1.3, 1.6, 2.4, 4.2, 4.5	Outcomes Assessed 1.5, 2.3, 3.5, 4.3	Outcomes Assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes Assessed 3.5, 1.3, 1.4, 2.3, 2.4, 4.5, 4.2, 4.3, 4.4, 1.6	Weighting from syllabus specification Components Total
Outdoor Recreation	20				5	25
Sports Administration		20			5	25
Healthy Lifestyle			20		5	25
Games and Sports Applications two				20	5	25
Total Weighting	20	20	20	20	20	100

**VOCATIONAL
EDUCATION &
TRAINING COURSES
(VET)**

**CONSTRUCTION CERTIFICATE II CPC 20112
2 UNIT**

UNITS OF COMPETENCY	UNIT TITLE	COMPETENCY ASSESSMENT
CPCCOHS2001A	Work effectively and sustainably in the construction industry	100
CPCCCM1012A	Work effectively and sustainably in the construction industry	
CPCCCM1013A	Plan and organise work	
CPCCCM1014A	Conduct workplace communication	
CPCCCM1015A	Carry out measurements and calculations	
CPCCCM2001A	Read and interpret plans and specifications	
CPCCCM2005A	Use construction tools and equipment	
CPCCOHS1001A	Work safely in the construction industry	
Weighting		

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

**HOSPITALITY - CERTIFICATE II SIT 20213
2 UNIT**

	Code	Unit of Competency
Core	BSBWOR203B	Work effectively with others
	SITXCOM201	Show social and cultural sensitivity
	SITXWHS101	Participate in safe work practices
	SITHIND201	Source and use information on the Hospitality Industry
	SITXCCS202	Interact with customers
	SITHIND202	Use hospitality skills effectively
	SITXFSA101	Use hygienic practices for food safety
	SITHFAB203	Prepare and serve non-alcoholic beverages
	SITHFAB204	Prepare and serve espresso coffee
Electives	SITHFAB206	Serve food and beverage
	SITHCCC101	Use food preparation equipment
	SITXFSA201	Participate in safe food handling practices
	SITHCCC103	Prepare sandwiches
	BSBSUS201A	Participate in environmentally sustainable work practices
	SITHACS101	Clean premises and equipment

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

TERM PLANNERS

TERM 4 – 2016

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

TERM 1 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

TERM 2 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

TERM 3 – 2017

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					