

**Year 12 Assessment Schedule**  
**Student Information**  
**Higher School Certificate**

**2014**

**KEIRA HIGH SCHOOL**

*Great traditions, a confident future.*





## CONTENTS

<b>INTERNAL ASSESSMENT PROCEDURES FOR THE HIGHER SCHOOL CERTIFICATE</b>	<b>4</b>
<b>HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY</b>	<b>7</b>
<b>BOARD DEVELOPED COURSES</b>	<b>14</b>
ANCIENT HISTORY	15
BIOLOGY	16
BUSINESS STUDIES	17
CHEMISTRY	18
COMMUNITY AND FAMILY STUDIES	19
DESIGN AND TECHNOLOGY	20
DRAMA	21
ENGINEERING STUDIES	22
ENGLISH ADVANCED	23
ENGLISH - EXTENSION 1	24
ENGLISH - EXTENSION 2	25
ENGLISH STANDARD	26
ENGLISH AS A SECOND LANGUAGE	27
FOOD TECHNOLOGY	28
HISTORY EXTENSION	29
INDUSTRIAL TECHNOLOGY	30
INFORMATION PROCESS AND TECHNOLOGY	31
JAPANESE CONTINUERS	32
LEGAL STUDIES	33
MATHEMATICS	34
MATHEMATICS – EXTENSION 1	35
MATHEMATICS GENERAL 2	36
MODERN HISTORY	37
MUSIC 1	38
PDHPE	39
PHYSICS	40
SENIOR SCIENCE	41
SOCIETY & CULTURE	42
TEXTILES & DESIGN	43
VISUAL ARTS	44
<b>BOARD ENDORSED COURSES</b>	<b>46</b>
MATHEMATICS GENERAL 1	47
ENGLISH STUDIES	48
SPORT LIFESTYLE AND RECREATION	49
WORK STUDIES	50
<b>VOCATIONAL EDUCATION &amp; TRAINING COURSES</b>	<b>51</b>
CONSTRUCTION PATHWAYS CPC 20211	52
HOSPITALITY - CERTIFICATE II SIT 20207	53
<b>TERM PLANNERS</b>	<b>54</b>

## 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 as published in the *Assessment, Certification and Examination (ACE) Manual*.

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 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 website. [www.boardofstudies.nsw.edu.au](http://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 Board of Studies using the performance of the school group in the Higher School Certificate examinations.

### **THE PURPOSE OF ASSESSMENTS**

The assessment procedures allows 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 Board of Studies 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 Board of Studies. In accordance with Board policy, candidates will not be informed of the final assessment mark supplied to the Board of Studies. However, upon request after the final Higher School Certificate examination, a candidate will be informed of his/her assessment ranking in each subject by the school's Board of Studies Contact Officer.

## **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 Board of Studies 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 tasks, 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 Board of Studies. External marking uses standards-referenced marking guidelines developed by examination committees.

The minimum standard expected is 50. The Board of Studies 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) 42294644.



## 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.

### 1.0 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.
  - 1.2.1 If the task is to be done in class, the student must be present from the beginning of the day.
- 1.3 In general, late submission of an assessment task will result in zero marks being awarded for that task.
  - 1.3.1 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.



- 1.4 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:

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

- 1.5 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:

- The reason offered is deemed unacceptable.
- No reason is offered.
- The student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

## **2.0 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 submitting a task by 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 Head 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.

### **3.0 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 occur 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.

#### **4.0 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.

- 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.
- This ranking will then be applied to scores obtained by the rest of the class in previous assessment periods.
- The student will receive an estimated assessment for each of the previous periods based on this ranking.

#### **5.0 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.

#### **6.0 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 Student Adviser. (In the event that either the Head Teacher or the Student 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 *Assessment, Certification and Examination (A.C.E.) Manual*.

#### **7.0 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:

- Followed the course developed or endorsed by the Board of Studies
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- 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 a UAI 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 Technology 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.

## 8.0 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:
  - Board Developed Life Skills Courses and/or
  - Board Developed Courses and/or
  - 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.
- 8.5.1 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)**

**ANCIENT HISTORY  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term1 Week 8/9	Term 2 Week 5	Term 2 Week 10		Term 3 Week 2/3
		Task	Egypt/ Sparta Source Analysis + Research	Half Yearly Exam	New Kingdom Egypt	Agrippina Or Hatshepsut Source Analysis & Research		Examination Trial HSC 4 Areas Studied
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed		
		H1.1, H2.1, H3.1, H3.3, H4.1 H4.2	H1.1, H2.1, H3.2, H3.3, H3.4, H3.5, H4.1 H4.2	H1.1, H2.1, H3.1, H3.3, H3.6, H4.1, H4.2	H1.1, H2.1, H3.2, H3.3, H3.5, H4.1	H1.1, H4.1, H4.2	<b>Total</b>	
Knowledge and understanding of content	40	5	15		5	15	40	
Source-based skills	20	5	5		5	5	20	
Historical inquiry and research	20	5		10	5		20	
Communication of historical understanding in appropriate forms	20	5		10	5		20	
Total Weighting	100	20	20	20	20	20	100	



## BIOLOGY 2 UNIT

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 7	Term 1 Week 8/9	Term 2 Week 7		Term 3 Week 2/3
		Task	Practical/ Skills Task	Mid Course Exam	Research and Presentation		Trial HSC Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
<p><b>Knowledge and understanding of</b> 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</p> <p>Cell ultrastructure and biological processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</p>	40	5	15	5	15	40	
<p><b>Skills in:</b> Planning and conducting first-hand investigations</p> <p>Gathering and processing first-hand data</p> <p>Gathering and processing information from secondary sources</p>	30	15		15		30	
<p><b>Skills in:</b> Communicating information and understanding</p> <p>Developing scientific thinking and problem solving techniques</p> <p>Working individually and in teams</p>	30	10	5	10	5	30	
Total Weighting	100	30	20	30	20	100	

**BUSINESS STUDIES  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 1 Week 5	Term 1 Week 8/9	Term 2 Week 8		Term 3 Week 2/3
		Task	Marketing Marketing- Strategies and Oral Research	Finance Financial Statement Analysis	Half Yearly Marketing & Finance	Human Resources Research & Presentation		Trial HCS Exam All topics
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H4, 6, 7, 8, 9	H5, 8, 9,10	H4, 5, 6, 7, 8, 9, 10	H5, 6, 8, 9	H1, 2, 3, 4, 5, 6, 8, 9, 10		
Knowledge and understanding of course content	40	5	5	5	5	20	40	
Stimulus-based skills	20		10	5		5	20	
Inquiry and Research	20	10			10		20	
Communication of business information, ideas and issues in appropriate forms	20	5	5		5	5	20	
Total Weighting	100	20	20	10	20	30	100	

**CHEMISTRY  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 6		Term 3 Week 2/3
		Task	Practical/Skills Task	Mid Course Exam	Research And Presentation		Trial HSC Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
<p><b>Knowledge and understanding of</b> 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>	40	5	15	5	15	40	
<p><b>Skills in:</b> 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>	30	15		15		30	
<p><b>Skills in:</b> Communicating information and understanding</p> <p>Developing scientific thinking and problem solving techniques</p> <p>Working individually and in teams</p>	30	10	5	10	5	30	
Total Weighting	100	30	20	30	20	100	

**COMMUNITY AND FAMILY STUDIES  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 2 Week 8	Term 1 Week 8/9	Term 4 Week 10	Term 2 Week 6		Term 3 Week 2/3
		Task	Indepent Research Project	Half Yearly Exam	Report	Presentation		Trial HSC Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H1.1, H2.2, H3.1, H4.1, H4.2	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	H1.1, H2.2, H3.4, H4.1, H5.1, H5.5	H2.1, H2.3, H3.2, H4.2,	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		
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>Resource management</li> <li>Positive relationships</li> <li>Range of societal factors</li> </ul>	40		5	10	10	15	40	
Skills in: <ul style="list-style-type: none"> <li>Applying management to processes to meet the needs of individuals, groups and communities</li> <li>Planning to take responsible action to promote well being</li> </ul>	25		5	5	10	5	25	
Knowledge and understanding about: Research, methodology and skills in researching critical thinking, analysing and communicating	35	20	5	5		5	35	
Total Weighting	100	20	15	20	20	25	100	

## DESIGN AND TECHNOLOGY

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

## DRAMA 2 UNIT

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week10		Term 3 Week 5
		Task	Contemporary Australian Theatre	Verbatim Theatre	Individual Project		Group Performance
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Workshop Performance and Analysis: <b>10%</b>  Half Yearly: <b>5%</b>  Trial: <b>10%</b>	25	25				25	
Workshop Performance and Analysis: <b>10%</b>  Half Yearly: <b>5%</b>  Trial: <b>10%</b>	25		25			25	
Individual Project Performance/ Presentation: <b>15%</b>  Logbook: <b>10%</b>	25			25		25	
Group Performance: 15%  Logbook: 10%	25				25	25	
Total Weighting	100	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

**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. <b>Bridges</b> Engineering Report	Half Yearly Exam	Topic: <b>Aeronautical</b> Eng.Engineeri ng Report	Trial HSC Exam	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total
		H 1.1, H1.2, H2.1, H2.2, H4.1, H4.2, H4.3, H5.1, H6.1	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	H 1.1, H1.2, 2.1, H2.2, H3.2,3.3, H4.1, H4.2, 4.3, H5.1, H6.1	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	
Knowledge and understanding of engineering principles and developments in technology.	50	10	15	10	15	50
Skills in research, problem solving and communication related to engineering.	30	5	10	5	10	30
Understanding of the scope and role of engineering including management and problem solving.	20	5	5	5	5	20
Total Weighting	100	20	30	20	30	100

**ENGLISH ADVANCED  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week5	Term 3 Week 5		Term 3 Week 2/3
		Task	Area of Study <b>Belonging</b>	Half Yearly Examination Area of Study and Module A	Module B Speeches	Module C Conflicting Perspectives		Trial HSC Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Common Content Area of Study <b>Belonging</b>	40	Speaking 15	Q1Reading 5  Q2 Writing 5			Q1Reading 5  Q2 Writing 5  Q3Writing 5	40	
Module A Comparative Study of Texts and Context	20		Reading 15			Writing5	20	
Module B Critical Study of Texts	20			Listening 15		Writing5	20	
Module C Representation & Text	20				Viewing15	Writing5	20	
Total Weighting	100	15	25	15	15	30	100	



**ENGLISH - EXTENSION 1  
1 UNIT**

Romanticism		Task 1	Task 2	Task 3	Task 4		
		Date	Term 1 Week 2	Term 1 Week 8/9	Term 3 Week5		Term 3 Week 2/3
		Task	In-class essay: Critical Response Film: 2001	Half- Yearly Exam	Portfolio &Oral Presentation		Trial HSC Examinati on
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H1, 2, 3	H1, 2, 3	H1, 2, 4	H1, 2, 3, 4		
Knowledge and understanding of complex texts and of how and why they are valued.	50	10	15	15	10	50	
<b>Skills in:</b> - Complex analysis -Sustained composition -Independent investigation	50	10	10	15	15	50	
Total Weighting	100	20	25	30	25	100	

**ENGLISH - EXTENSION 2  
1 UNIT**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
		Term 1 Week 2	Term 2 Week 7	Term 3 Week1	
		<b>Task</b>	Interview addressing proposals for major work	Draft of Major Work and Reflection	
<b>Syllabus components</b>	<b>Weighing from syllabus specification</b>	<b>Outcomes Assessed</b>  H1, 2	<b>Outcomes Assessed</b>  H1, 2	<b>Outcomes Assessed</b>  H1, 2	<b>Total</b>
Viva Voce addressing proposals	20	20			20
Draft version of major work and reflection to date	50		50		50
Report	30			30	30
<b>Total Weighting</b>	100	20	50	30	100

**ENGLISH STANDARD  
2 UNIT**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>		
		<b>Date</b>	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week 6	Term 3 Week 5		Term 5 Week 2/3
		<b>Task</b>	Area of Study: Belonging	Half Yearly Examination Area of Study and Module A	MODULE B Close Study of Text	MODULE C Texts and Society		Trial HSC Exam
<b>Syllabus components</b>	<b>Weighting from syllabus specification</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Total</b>	
Common content Area of Study <b>Belonging</b> Poetry	40	H4, 9, 11, 12, 13 Speaking 15	H1, 2 Q1 Reading 5 Q2 Writing 5	H 5, 6	H7, 8	H 3, 10 Q1 Reading 5 Q2 Writing 5 Q3 Writing 5	40	
Module A Experience Through Language <b>Prose Fiction</b>	20		Reading 15			Writing 5	20	
Module B Close Study of Text <b>Film</b>	20			Viewing 15		Writing 5	20	
Module C Text and Society <b>Drama</b>	20				Listening 15	Writing 5	20	
<b>Total Weighting</b>	100	15	25	15	15	30	100	

## ENGLISH AS A SECOND LANGUAGE

		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
		Date	Term 4 Week 7	Term 1 Week 6	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5	Term 3 Weeks 2/3
		Task	Module B Texts and Society	Area of Study <b>Belonging</b>	Half Yearly Exam	Area of Study <b>Belonging</b>	Module A Experience Through Language	Trial HSC Exam
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
		H4, 5, 8, 13	H1, 2, 6, 7, 10, 12, 14		H1, 2, 6, 7, 10, 12, 14	H3, 9, 11		
Area of Study <b>Belonging</b>	50		Viewing 15	Listening 5 Reading 5 Writing 5			Reading 5  Listening 5	
Text 1 Film: "Rabbit Proof Fence"					Listening 10			
Text 2 Poetry: Skryznecki								
<b>Module A</b> Australian Voices Carmel Bird Stolen Children: Their Stories	25					Speaking 20	Writing 5	
<b>Module B</b> Living and Working in the Community	25	Writing 10 Reading 10					Writing 5	
MARKS	100	20	15	15	10	20	20	

**FOOD TECHNOLOGY  
2 UNIT**

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

**HISTORY EXTENSION  
1 UNIT**

		Task 1	Task 2		
		Date	Term 1-3		Term 3
		Task	History Project		Trial HSC Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Total	
<b>MAJOR WORK</b> <b>History Project</b> - Proposal - Essay  Knowledge and understanding of significant historical ideas and processes.  Skills in designing, undertaking and communicating historical inquiry – the History project.	100	E1.1, 2.1, 2.2, 2.3	E1.1, 2.2, 2.3	100	
Total Weighting	100	80	20	100	

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

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

## INFORMATION PROCESS AND TECHNOLOGY

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 5	Term 2 Week 10		Term 3 Week 2/3
		Task	Developing a Multimedia System	Half Yearly Exam	Communications Help Desk	Robotics in Manufacturing Research		Examination Trial HSC 4 Areas Studied
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
C1 Project Work	20	H1.1 1.2 2.1 H2.2 3.1 3.2 H4.1 5.1 5.2 H6.1 6.2	H1.1 1.2 2.1 H2.2 3.1 3.2 H4.1 5.2	H1.1 1.2 H2.1 2.2 3.1 3.2 H4.1 5.2	H1.1 1.2 2.1 H2.2 3.1 3.2 H4.1 5.2 H6.1 6.2 H7.1 7.2	H1.1 1.2 H2.1 2.2 H3.2 4.1 H5.2 H6.2	20	
C2 Information Systems and Databases	35		20	10		5	35	
C3 Communication Systems	20	5		10		5	20	
C4 Option Strands: Multimedia Systems and Decision Support Systems	25				20	5	25	
Total Weighting	100	20	20	20	20	20	100	



**JAPANESE CONTINUERS  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 2 Week 8/9	Term 2 Week 4	Term 2 Week 10		Term 3 Week 2/3
		Task	In-Class Task	Half Yearly Exam	In-Class Task	In-Class Task		Trial HSC
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
Speaking in Japanese	20	H1.1, 1.2 2.1, 2.2, 2.3 3.1	H3.1, 3.2 4.1, 4.2, 4.3	H1.1, 3.1, 3.2, 4.1	H2.1, 2.2 1.3, 3.1, 3.2 4.1	H1.2, 1.3 2.1, 2.2, 2.3	20	
Listening and Responding	25	15	5			5	25	
Reading and Responding in English	25	5	5	10		5	25	
Reading and Responding in Japanese	15		5	5		5	15	
Writing in Japanese	15		5	5		5	15	
Total Weighting	100	20	20	20	20	20	100	

**LEGAL STUDIES  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 7	Term 3 Week 2/3		Term 3 Week 2/3
		Task	Core: Crime  Test	Half Yearly Exam	Option 1 Research and Response	Trial HSC		Option 2 Trial Response
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total</b>	
		H1, 2, 4, 5, 6, 7, 8, 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	H1, 2, 3, 4, 5, 6, 7, 9, 10		
Knowledge and understanding of course content	60	5	5	5	40	5	60	
Research	20	5	5	5		5	20	
Communication	20	5	5	5		5	20	
Total Weighting	100	15	15	15	40	15	100	

**MATHEMATICS  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8		Term 3 Week 2/3
		Task	Class Test	Half Yearly Exam	Class Test		Trial HSC
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		P6, P7, P8, H1, H2, H4, H5, H7, H9	P1 – P11, H1, H2, H4, H5, H6, H7, H9	H1, H4, H5, H6, H8, H9,	P1 – P8, H1 – H9		
A	50	8	15	10	17	50	
B	50	7	15	10	18	50	
Total Weighting	100	15	30	20	35	100	

**MATHEMATICS – EXTENSION 1  
1 UNIT**

		Task 1	Task 2	Task 3		
		Date	Term 4 Week 9	Term 1 Week 8		Term 3 Week 2/3
		Task	Class Test	Half Yearly Examination		Trial HSC
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		PE1, PE2, PE3, PE4, PE6, HE1, HE2, HE7	PE1 – PE6, HE2, HE6, HE7	PE1 – PE6, HE1 – HE7		
A	50	10	17	23	50	
B	50	10	18	22	50	
Total Weighting	100	20	35	45	100	

**MATHEMATICS GENERAL 2**  
**2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 8		Term 3 Week 2/3
		Task	Class Test	Half Yearly Exam	Project		Trial HSC
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		MG2H-1 MG2H-2 MG2H-3 MG2H-5 MG2H-7 MG2H-9 MG2H-10	MGP-1→MGP-10  MG2H-1 MG2H-2 MG2H-4 MG2H-5 MG2H-7 MG2H-8 MG2H-9 MG2H-10	MG2H-1 MG2H-2 MG2H-3 MG2H-4 MG2H-5 MG2H-9 MG2H-10	MGP-1→MGP-10 MG2H-1→MG2H-10		
Concepts, Skills and Techniques	50	10	15	10	15	50	
Reasoning and Communication	50	5	15	15	15	50	
Total Weighting	100	15	30	25	30	100	

**MODERN HISTORY  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 4	Term 2 Week 10		Term 3 Week 2/3
		Task	Source: Analysis World War I	Perspectives & Interpretations: Germany	Research & Presentation: Albert Speer	Research Essay: Conflict in Indochina		Trial HSC Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H1.1, 1.2, 3.3, 3.4, 4.1	H1.1, 3.1, 3.2, 3.4, 3.5, 4.2	H1.2, 2.1, 3.1, 3.2, 4.2	H2.1, 3.3, 3.5, 4.2	H1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2		
Knowledge and understanding of content	40	5	10		5	20	40	
Source-based skills	20	10				10	20	
Historical inquiry and research	20			10	10		20	
Communication of historical understanding in appropriate forms	20		10	5	5		20	
Total Weighting	100	15	20	15	20	30	100	

**MUSIC 1  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 5	Term 3 Week 2		Term 3 Week 2/3
		Task	Composition & Viva	Half Yearly Aural & Performance	Performance/ Musicology Elective 1	Performance/ Musicology Elective 2		Trial HSC Performance Elective & Aural
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H2, H6, H10, H11	H3, H5, H10, H11	H1, H7	H4, H6	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11		
Musicology Core	10		10				10	
Composition Core	10	10					10	
Performance Core	10		10				10	
Aural Core	25		10			15	25	
Electives	45			15	15	15	45	
Total Weighting	100	10	30	15	15	30	100	

**PDHPE  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 1 Week 8/9	Term 1 Week 10	Term 2 Week 10		Term 3 Week 2/3
		Task	Research Essay Sport Medicine	Half Yearly Core 2	Research & Oral Project Core 2	Research Essay Core 1		Trial HSC
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H8, H13, H17	H7, H8, H9, H10, H11, H13, H16, H17,	H7, H8, H10, H11	H1, H2, H3, H15	H1, H2, H3, H7, H8, H9, H10, H11, H13, H15, H16, H17		
Knowledge and understanding of	40	7	4	10	5	14	40	
- Factors that affect health								
- The way the body moves								
Skills in	30	4	3	5	10	8	30	
- Influencing personal and community health								
- Taking action to improve participation and performance in physical activity								
Skills in	30	4	3	10	10	3	30	
- Critical thinking research and analyses								
<b>Total Weighting</b>	<b>100</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>	



**PHYSICS  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 5		Term 3 Week 2/3
		Task	Practical/ Skills Task	Mid Course Examination	Research and Presentation		Trial HSC Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H2, H9, H11, H12, H13, H14	H3, H4, H6, H7, H8, H9, H11, H12, H13, H14	H1, H5, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14		
<p><b>Knowledge and understanding of:</b> 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.</p> <p>Kinematics and dynamics, energy, waves, fields and matter.</p>	40	5	15	5	15	40	
<p><b>Skills in:</b> Planning and conducting first-hand investigations</p> <p>Gathering and processing first-hand data</p> <p>Gathering and processing information from secondary sources.</p>	30	15		15		30	
<p><b>Skills in:</b> Communicating information and understanding</p> <p>Developing scientific thinking and problem-solving techniques</p> <p>Working individually and in teams.</p>	30	10	5	10	5	30	
Total Weighting	100	30	20	30	20	100	

**SENIOR SCIENCE  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 6	Term 1 Week 8/9	Term 2 Week 6		Term 3 Week 2/3
		Task	Practical/Skills Task	Mid Course Examination	Research and Presentation		Trial HSC Examination
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H2, H9, H11, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14	H1, H5, H12, H13, H14	H3, H4, H6, H7, H8, H9, H10, H13, H14		
<p><b>Knowledge and understanding of:</b> 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.</p> <p>Kinematics and dynamics, energy, waves, fields and matter.</p>	40	5	15	5	15	40	
<p><b>Skills in:</b> Planning and conducting first-hand investigations</p> <p>Gathering and processing first-hand data</p> <p>Gathering and processing information from secondary sources.</p>	30	15		15		30	
<p><b>Skills in:</b> Communicating information and understanding</p> <p>Developing scientific thinking and problem-solving techniques</p> <p>Working individually and in teams.</p>	30	10	5	10	5	30	
Total Weighting	100	30	20	30	20	100	

## SOCIETY & CULTURE 2UNIT

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 10	Term 1 Week 8/9	Term 2 Week 5		Term 3 Week 2/3
		Task	Research and Report: Social and Cultural Continuity and Change	Half Yearly	Research Task Depth Study 1		Trial HSC Written Examination including Depth Study 2
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		H6, 7, 9, 10, 11	H3, 4, 6, 7, 8, 9, 10	H1, 2, 5, 9, 10	H1, 2, 3, 4, 5, 6, 7, 10		
Knowledge and understanding of course content	50	5	10	10	25	50	
Application and evaluation of social and cultural research methodologies	30	10	10	5	5	30	
Communication of information, ideas and issues in appropriate forms	20	5	5	5	5	20	
Total Weighting	100	20	25	20	35	100	

**TEXTILES & DESIGN  
2 UNIT**

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

**VISUAL ARTS  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4	Task 5	
		Term 4 Week 8	Term 1 Week 7	Term 1 Week 8/9	Term 3 Week 2/3	Term 3 Week 5	
			Term 2 Week 6				
Task		Research Essay	Ongoing Practical Review	Half Yearly Exam	Trial Exam	BOW and Diary	
Syllabus components	Weighting from syllabus specification	Outcomes Assessed  H7, H8	Outcomes Assessed  H1, H2, H3, H4	Outcomes Assessed  H7, H8, H9, H10	Outcomes Assessed  H7, H8, H9, H10	Outcomes Assessed  H1, H2, H3, H4, H5, H6	Total
Art Making	50		30			20	50
Critical and Historical Studies	50	15		15	20		50
Total Weighting	100	15	30	15	20	20	100



**BOARD  
ENDORSED COURSE  
S  
(BEC)**

**MATHEMATICS GENERAL 1  
2 UNIT**

		Task 1	Task 2	Task 3	Task 4		
		Date	Term 4 Week 8	Term 1 Week 8/9	Term 2 Week 5		Term 2 Week 10
		Task	Class Task	Half Yearly Exam	Focus Study Project		Focus Study Project
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		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		
Knowledge and understanding	50	7	15	13	15	50	
Skills	50	8	15	12	15	50	
Total Weighting	100	15	30	25	30	100	



**ENGLISH STUDIES  
2 UNIT**

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>		
		<b>Date</b>	Term 4 Week 9	Term 1 Week 8/9	Term 2 Week 8	Ongoing Due with each Module		Term 3 Week 5
		<b>Task</b>	Assessment Task 1	Task 2 Exam	Assessment Task 3	Portfolio		Assessment Task 5
<b>Syllabus components</b>	<b>Weighting from syllabus specification</b>	<b>Outcomes Assessed</b> H1, 2, 3, 4	<b>Outcomes Assessed</b> H1, 2, 3, 4	<b>Outcomes Assessed</b> H1, 2, 3, 4	<b>Outcomes Assessed</b> H1, 2, 3, 4	<b>Outcomes Assessed</b> H1, 2, 3, 4	<b>Total</b>	
Topic 1 We Are Australians	25	20			5		25	
Topic 2 Family Life	25		20		5		25	
Topic 3 English and the Media	25			20	5		25	
Topic 4 The Big Screen	25				5	20	25	
<b>Total Weighting</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>	

## SPORT LIFESTYLE AND RECREATION 2UNIT

		Task 1	Task 2	Task 3	Task 4	Task 5		
		Date	Term 4 Week 9	Term 4 Week 7-10	Term 1 Week 8/9	Term 2 & 3 In Class		Every Unit
		Task	Research Task Social Perspectives	Skills Analysis	Exam	Coaching Session		Practical Assessment
Syllabus components	Weighting from syllabus specification	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total	
		1.4, 2.4, 3.7, 4.5	3.6, 4.4, 4.5	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.3, 4.1, 4.4		
Social Perspectives	20	20					20	
Aquatics	10		10				10	
Coaching	20				20		20	
Games and Sport Application 11	30					30	30	
First Aid & Sport Medicine	20			20			20	
Total Weighting	100	20	10	20	20	30	100	

**WORK STUDIES  
2 UNIT**

		Task 1	Task 2	Task 3		
		Date	Term 1 Week 6	Term 2 Week 6		Term 3 Week 2/3
		Task	Module Options	<u>Module 8</u> Self Employment Investigation		TRIAL EXAM
Syllabus components	Weighting from syllabus specification	Outcomes Assessed  6, 7	Outcomes Assessed  1, 2, 3, 4, 5	Outcomes Assessed  8, 9	Total	
Knowledge and Understanding	30	5		25	30	
Skills	70	20	50		70	
Total Weighting	100	25	50	25	100	

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**NALEDUCATION&TRAINING**

**(VET)**

**CONSTRUCTION PATHWAYS CPC 20211  
2 UNIT**

	<b>Code</b>	<b>Unit of Competency</b>
<b>Core</b>	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
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
	CPCCCM2005A	Use construction tools and equipment <sup>s</sup>
	CPCCOHS1001A	Work safely in the construction industry
	<b>Electives</b>	CPCCCA2002A
CPCCCA2011A		Handle carpentry materials
CPCCCO2013A		Carry out concreting to simple forms
CPCCCM2004A		Handle construction materials
CPCCCM2006A		Apply basic levelling procedures
CPCCBL2002A		Use bricklaying and blocklaying tools and equipment
CPCCBL2001A		Handle and prepare bricklaying and blocklaying materials

**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 20207**  
**2 UNIT**

	<b>Code</b>	<b>Unit of Competency</b>
<b>Core</b>	SITHIND001B	Develop and update hospitality industry knowledge
	SITXCOM001A	Work with colleagues and customers
	SITXCOM002A	Work in a socially diverse environment
	SITXOHS001B	Follow health, safety and security procedures
	SITXOHS002A	Follow workplace hygiene procedures
	SITHIND002A	Apply hospitality skills in the workplace
	SITXENV001A	Participate in environmentally sustainable work practices
	SIRXCCS001A	Apply point-of-sale handling procedures
	<b>Electives</b>	SITHFAB003A
SITHFAB010C		Prepare and serve non-alcoholic beverages
SITHFAB012A		Prepare and serve espresso coffee
SITHCCC001B		Organise and prepare food
SITHCCC007A		Prepare sandwiches
SITXFSA001A		Implement food safety procedures
SITHACS006B		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 – 2013

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

TERM 1 – 2014

DAY/ WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



TERM 2 – 2014

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

TERM 3 – 2014

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