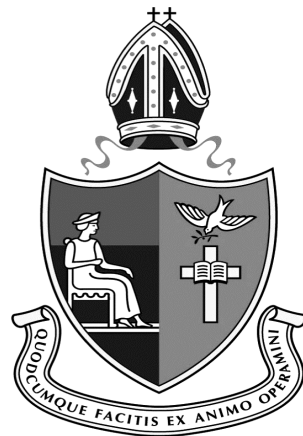


NEW ENGLAND GIRLS' SCHOOL

HIGHER SCHOOL CERTIFICATE  
ASSESSMENT POLICY AND SUMMARIES

2016 - 2017 CYCLE



**NEGS**

Name .....

**NEW ENGLAND GIRLS' SCHOOL**  
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**Introduction**

This booklet contains information detailing assessment guidelines and schedules for courses delivered at New England Girls' School. For all subjects delivered to Higher School Certificate candidates, information provided includes a schedule of tasks, the components assessed, their weightings and an approximate time frame for delivery.

Students undertaking courses hosted by external providers must familiarise themselves with the assessment program developed by the host. Students need to be prepared for some disparity between the assessment schedule at NEGS and that at other providers. These differences include how students are notified of assessments, the delivery of assessments, the way feedback is provided and how assessments are reported.

*Further Information*

During Year 12, you will receive a guide to the Higher School Certificate from the Board of Studies, which will explain the Examination and Certificate in detail. A meeting can be arranged with the Director of Studies at any stage to discuss any questions you may have related to NEGS' policies and procedures.

**Assessment**

The assessments submitted by a school for each course are intended to reflect students' achievements relative to each other at the end of the HSC course. The assessments measure achievements throughout the course and contribute to the summative evaluation of a student's performance in a course.

Multiple measures of achievement at points during the course can provide a better indication of student achievement than a single final examination grade. In addition, the base of assessment can be broadened to include practical work, field reports or research skills.

The formal assessment program does not take into account student conduct, nor does it attempt to measure objectives from or outcomes from the affective domain, i.e., values, attitudes and interests.

The assessments provided to the Board of Studies as part of the formal assessment program are moderated and reported on the Record of Achievement/Result Notice. They represent 50% of the final result in each subject and are used in the procedures carried out by the University of Sydney to determine the ATAR (Australian Tertiary Admission Rank).

At each stage in the formal assessment program, tasks should be prepared for thoroughly to reflect a student's best effort at the time. This is an important aspect of

the assessment program since, in the event of an illness or misadventure at the time of the HSC Examinations; the School assessment may represent 100% of the final result.

### **Assessment Ranks**

Subject teachers, periodically and at the end of the course, provide a cumulative assessment rank to students. A cumulative assessment mark will not be given for each subject.

After the last HSC Examination, students receive an Order of Merit notification from the Board of Studies, stating their within-school rank in each subject. If students dispute the validity of this ranking, then there is an appeals procedure. This Order of Merit paper can be obtained when students receive their Testimonials.

At the conclusion of each assessment task, teachers are required to supply both mark and rank for that task. This information is not to be publicised for the knowledge of other students. If there are any queries about a mark or rank for a specific assessment task, such queries must be resolved with the teacher concerned immediately. Disputes on the marks awarded or ranking for a specific assessment task cannot form the basis of an appeal at the end of the HSC assessment program.

### **Assessment Schedules**

The Assessment Schedules provided in this booklet are for each of the HSC subjects offered to students in the current cycle.

Two weeks' notice must be given to students concerning revised times for an assessment task, unless a task is being postponed to an alternative time within the same assessment week. Each subject assessment schedule contains the following information:

- ❑ A list of specific assessment components and their weightings;
- ❑ A list of specific assessment tasks and the weightings;
- ❑ The term each task is to be administered;
- ❑ A brief description of the type of assessment task;
- ❑ Requirements for the determination of Dux in that subject.

### **Board of Studies, Teaching and Educational Standards (BOSTES) Requirements**

BOSTES requires schools to provide an assessment mark for each student in each Board Developed Course and Endorsed Course at the end of the HSC Course. In order to meet this requirement, the assessment program at NEGS:

- ❑ specifies the various assessment tasks, e.g. practical tasks, assignments;
- ❑ details the marks allocated to each task;
- ❑ outlines the schedule of tasks throughout the course;
- ❑ states the components of the assessment in terms of groupings of syllabus objectives and weightings to be attached to each component;

- ❑ provides students with adequate notice, namely two weeks, of the nature and timing of each assessment task, including the mid-year and trial examinations;
- ❑ provides meaningful feedback on students' performance in all assessment tasks;
- ❑ provides a protocol for dealing with issues related to illness, misadventure, malpractice, late submission or non-compliance of assessment tasks;
- ❑ advises students in writing when they are not meeting assessment requirements in a course, indicating the necessary steps to take to enable the student to meet the requirements satisfactorily;
- ❑ conducts reviews of assessments when requested by students;
- ❑ provides information relevant to school reviews of assessments and appeals to the Board of Studies.

### **Commencement and Completion of Assessments**

Assessments for the HSC courses cannot commence until after the completion of the Preliminary Course. For the majority of subjects at NEGS, the Preliminary courses finish at the end of Week 1, Term 4.

Completion of the assessment program will generally conclude by Week 8 of Term 3, Year 12. Some subjects, such as Visual Arts and Design and Technology, have major projects, which may not be assessed until after the Trial Examinations.

### **Computer Use**

Throughout the process of drafting, editing and completing assessment tasks on computers, it is essential that students back-up their data and information. It is better to have multiple copies saved than to rely on one location - the use of Flash Drives or regularly printing out completed work can help avoid the loss of work.

As part of the planning process, students are encouraged to maintain an organised file/diary of work completed. If, at the last moment, computer problems prevent the submission of a task by the due date, this material can be used to support an appeal.

Failure to submit a task by the due date because of computer problems will result in a zero grade and the appeal process can be accessed.

### **Copyright**

Students need to be aware that, generally, material which is copied for educational purposes can be legally copied and does not infringe the Copyright Act provided it is confined to certain limits and is acknowledged. The limits are set at 10% of a work if it is text, and images can be copied for explanation, example or analysis from either written material or from electronic sources. Making a video or electronic presentation where text, images and music may be used has different requirements and the regulations for this should be checked with the Librarian. The correct forms of acknowledgement are always on display in the Reference Section of the Library and they should be used on all copied material whether the source is hard copy or electronic. If you are in any doubt, please discuss each situation with the Librarian.

## **Grouping of Students for Assessment**

In submitting assessments, schools must comply with the following:

- ❑ 2U students are to be assessed with Extension students as a single group on the common component of the course;
- ❑ No attempt is made to relate the achievement of students in the 2U Beginners, 2U General or 2U Advanced courses within the one subject;
- ❑ The additional component of the Extension Courses is to be assessed without reference to other courses in the subject area except in Mathematics where the Extension 1 and Extension 2 students should be assessed as a single group for the common Extension component. The Extension 1 students' marks are then submitted as a mark out of 50 and the Extension 2 students are assessed on the Extension 2 component without referring to the other Mathematics candidates;
- ❑ Students studying courses with external providers represent discrete class groups and will be marked against students from other schools when assessments are submitted. Such students remain enrolled with their home school.

## **'N' Determinations**

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an HSC if the required 10 units of HSC subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with the Board of Studies, a student has access to a School review and an appeal through the Board of Studies. A sample warning letter is provided in this booklet.

## **Record of Achievement**

BOSTES awards Records of Achievement to students in their Secondary years for both Preliminary and Higher School Certificate Courses completed. The HSC Record of Achievement is awarded at the same time as the HSC results and sets out the pattern of study for Years 11 & 12, along with a statement about satisfactory attendance and application.

## **Resources and Support for Assessment Tasks**

The School is responsible for ensuring that suitable levels of resources and support are provided in order to enable students to prepare for assessment tasks. Additional information and support can always be obtained from sources and learning contexts outside the school, e.g. other Libraries, friends at other schools.

The use of additional support is an important issue in the preparation of tasks, such as the assembly of Design and Technology projects or Art Major Works. For such tasks undertaken over an extended period of time, the initial assessment notification sheet

may indicate specific parameters determined by the teacher. These parameters are set to protect students from any suspicion of malpractice.

Should a student not abide by the parameters specified by the teacher then the Appeals Committee can consider a mark penalty as part of the assessment procedure.

### **Special Cases**

1. Students granted Disability Provisions for the HSC should, ideally, have these provisions in place for all assessment tasks.
2. Accelerant and/or Accumulating students will be considered as members of the same class group for each subject in which they are enrolled. They will undertake identical assessment tasks and be ranked against that class group.
3. Students transferring into NEGS during the course of an HSC assessment cannot have their assessment results from their previous school considered. The rank they acquire on their first assessment task at NEGS for each subject shall determine a mark consistent with this rank for all tasks preceding it. However, where a student is a late enrolment at NEGS in Year 12, and the assessment program has only two or fewer tasks remaining, the subject teacher may be required to ask the new student to undertake additional assessment tasks to allow a fair and valid assessment mark to be calculated.

### **Student Responsibilities**

Students are encouraged to prepare for all assessment tasks thoroughly and to complete them to the best of their ability. If a student fails to complete more than 50% of the assessment program for a specific subject, they will be deemed ineligible to receive an award for that subject. This may, in turn, jeopardise their eligibility for the award of a Higher School Certificate.

Within the school there is an Illness and Misadventure provision for both the school-based assessment program and the actual HSC Examinations. For school-based assessments, NEGS has a committee, which administers appeals according to clear policy guidelines which ensure that students are treated equally and consistently. These policy guidelines are as follows:

### **Appeals Procedure**

The Appeals Committee consists of the Director of Studies, the relevant Head of Department, the classroom teacher, and in some instances, the Year Advisor. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

### *Examinations, Topic tests, Practicals*

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was

due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation that can be sustained by evidence may be deemed by the Appeals Committee as a valid reason for absence.

If the student is representing NEGS at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options: 1) that the student sit the exam at the earliest opportunity; 2) that the student undertake a substitute task and 3) in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

#### *Assignments, Research Topics, Projects*

These tasks are designated long-term tasks, and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's certificate or other evidence to verify that the absence is a genuine one and not for the purpose of

completing the task. Students need to indicate how the work is to be submitted, e.g., through a third party or by email.

Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official Board of Studies 'N' award warning letter will be sent to the parents

### *Dishonesty*

Assessment tasks completed dishonestly will score zero and will not be eligible for an appeal.

Dishonesty infers any act of cheating, such as copying the work of others, including substantial amounts of internet material without editing, using notes/formulae in an examination which are not part of the written paper, providing misleading information about illness/misadventure, failing to adhere to rules relevant to an examination, e.g. writing after time has elapsed, conversing with other students.

### **Procedures for Lodging an Appeal**

Students should:

- ❑ Obtain a copy of the Appeal Form from the Director of Studies within 48 hours of the due date for a task or returning to normal classes;
- ❑ Complete the Appeal Form within 48 hours;
- ❑ Attach medical and/or other documentation to the Appeal form;
- ❑ Return the completed form to the Director of Studies.

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.



## **Disability provisions for the Higher School Certificate examinations**

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require the Board of Studies to ensure that students with a disability are able to access and respond to an examination.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Director of Studies and Learning Support teacher who will complete the application form which will:

1. Indicate the provisions for which the student is applying.
2. Indicate how the disability affects the student's work in the classroom and in examination situations.
3. Supply evidence of the student's disability. (Doctor's certificate, diagnostic test results)

The due date for applications is always the last day of Term 1, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation, also dated July.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

Students who become ill during The Higher School Certificate examination period may be eligible to make an illness/misadventure appeal rather than a disability provisions application.

## **Illness/misadventure during the Higher School Examinations**

If students become ill or suffer an accident that affects their exam performance, they should submit an illness/misadventure appeal form (available from the Director of Studies) and notify the Presiding Officer when entering the exam or as soon as possible.

It is important that students attend the exams where possible even if they believe their performance in the exam will be affected. If students cannot attend an exam because of illness or misadventure, they need to notify the Principal or Director of Studies immediately. They should never risk harm in order to attend an exam, or attend an exam against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support their illness/misadventure appeal. If the student did not sit the exam this evidence must indicate why you were unable to attend. Read more in the [HSC Rules and Procedures guide](#).

### **ATAR (Australian Tertiary Admission Rank)**

In addition to the HSC Assessment and Examination marks, students may also receive an ATAR on completion of their HSC.

The ATAR is calculated by the University of Sydney (not BOSTES) for use by the various Universities in their admissions procedures. The average of the HSC assessment and examination marks for each subject is used in this calculation. All subjects are re-scaled in a way which “rewards” subjects with an above average candidature. For each student, 2 Units of English together with the next 8 best Units are re-scaled by this method and used to determine the ATAR.

The ATAR is not a mark; it is a rank between 0 and 99.95. An ATAR of 78.50, for example means that a student has performed better than 78.5% of all HSC candidates for that year.

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that **no more than two units of Category B courses be included.**

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

**SAMPLE WARNING LETTER – Non-Completion of a Higher School Certificate Course**

Dear [Parent/Guardian]

**Re: Official Warning – Non-completion of a Higher School Certificate Course**

I am writing to advise that your daughter \_\_\_\_\_ is in danger of not meeting the Course  
(student name)

Completion Criteria for the Higher School Certificate course \_\_\_\_\_.  
(course name)

BOSTES requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (e.g. 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning \_\_\_\_\_.  
(course name)

A minimum of two course-specific warnings must be issued prior to a final ‘N’ non-completion of course determination being made for a course.

**Course Completion Criteria**

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

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ determination. An ‘N’ determination will mean that the course will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at Assessment Tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ % of the Course Completion Criteria.  
(student name)

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ to satisfy Course Completion Criteria,  
(student name)  
the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

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

Yours sincerely,

Mrs Kay Hiscox  
Director of Studies

Mrs Mary Anne Evans  
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by the Half-yearly examination period.

Task Name(s)/Course Requirement(s)/Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

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*Please detach this section and return to the School*

**Requirements for the satisfactory completion of a Higher School Certificate Course**

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is  
(student name)  
in danger of not having satisfactorily completed course requirements for \_\_\_\_\_.  
(course name)
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Subject Summaries and Assessment Schedules

**NOTE:**

- ❑ The weightings provided in the following schedules for components and tasks are expressed as percentages.
- ❑ The single Unit value for each course is 50 marks, i.e. a 2 Unit course is assessed using a maximum of 100 marks and a 1 Unit Extension course is assessed using a maximum of 50 marks.

## Subject: Agriculture

### Subject Description:

The Higher School Certificate course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production and places a greater emphasis on farm management to maximise productivity and environmental sustainability. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability, from both national and international perspectives. This is achieved through the farm product study. Australian agriculture faces many challenges and significant and continuous change is needed to address these challenges. New computer, satellite, robotic and biological technologies are being integrated into management systems. As farmers need to respond to changing economic, social and climatic conditions, the electives focus on innovations, issues and challenges facing Australian agriculture.

**Core (80%)** (approximately 96 indicative hours)

#### *Plant/Animal production (50%)*

- Soil, nutrients and water
- Factors contributing to the degradation of soil and water
- Sustainable resource management
- Plant production systems
- Constraints on plant production
- Managing plant production
- Animal nutrition
- Animal growth and development
- Animal reproduction and genetics
- Animal pests and diseases
- Animal ethics and welfare

- Experimental analysis and research in plant/animal systems

#### *Farm product study (30%)*

- The farm as a business
- Decision-making processes and management strategies
- Agricultural technology
- Marketing of a specific farm product

**Elective (20%)** (approximately 24 indicative hours)

The following elective will be studied:

- Climate Challenge

Components	Weight	Task 1	Task 2	Task 3	Task 4
	Date	Term 4	Term 2	Term 3	Term 3
	Task	Beef and the Beef Industry	Half-yearly exam	Trial HSC Exam	Climate challenge research
	Outcomes	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2, H4.1	All	H3.4, H4.1, H5.1
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems.</li> <li>• the impact of innovation, ethics and current issues on Australian agricultural systems</li> </ul>	40%	5%	15%	20%	5%
<ul style="list-style-type: none"> <li>• Knowledge, understanding, and skills required to manage agriculture production systems in a socially and environmentally responsible manner.</li> <li>• Knowledge of, skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing</li> </ul>	40%	10%	5%	20%	10%
Skills in effective research, experimentation and communication	20%	5%			5%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>

## Subject: Ancient History

Subject Description: The study of Ancient History enables students to acquire knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the ancient world; to develop a lifelong interest and enthusiasm for ancient history; and to prepare for informed and active citizenship in the contemporary world.

### Notes:

- Examination/assessment items:
  - Examination 40%
  - Non-examination assessment 60%
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

<b>Component</b>	<b>Weight</b>
Part I Core Study:	
Roman Study: Cities of Vesuvius	25%
Part II – Ancient Societies:	
Greek Society – Spartan Society	25%
Part III – Personality Study:	
Near East – Xerxes	25%
Part IV – Historical Period:	
Greek Study: Greek World 800 – 500BC	25%
<b>Total</b>	<b>100%</b>

		1. Core Study: Cities of Vesuvius	2. Historical Period: Spartan Society	3. Personality: Xerxes	4. Historical Period: The Greek World 800- 500BC			
		Source Analysis	Structured Questions	Structured Essay and Presentation	Researched Essay	Half Yearly Exam		Trial HSC Exam
Knowledge and understanding of content	40	5	5			10		20
Source-based skills	20	5		5		5		5
Historical Inquiry and research	20		5	5	10			
Communication of historical understanding in appropriate forms	20	5	5	5	5			
<b>Weightings</b>		<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>		<b>25%</b>
						Units 1 & 2		Units 1, 2, 3, 4

## Subject: Biology

Subject Description: The Year 12 Biology course involves the study of the core topics: Maintaining a Balance, The Blueprint of Life and The Search for Better Health. Students will also study the optional topic Human Story.

### Notes:

- No more than 50% weighting may be allocated to examinations and topic tests
- A minimum of 30% weighting must be allocated to tasks that assess students' abilities to conduct first-hand investigations and communicate information and understandings based on these investigations
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Assignments, fieldwork studies and reports, model making, first hand and open-ended investigations, oral presentations, practical reports, research projects, topic tests and examinations.

### Course Components and Modes

<b>Component</b>	<b>Weight</b>
• Knowledge and Understanding	40%
• Skills in Conducting Investigations	30%
• Skills in Scientific Thinking and Problem Solving	30%
<b>Total</b>	<b>100%</b>

### Schedule of Tasks

<b>Task Name</b>	<b>First Hand Investigation</b>	<b>Open Ended Investigation</b>	<b>Mid Course Examination</b>	<b>Research Assignment</b>	<b>Trial HSC Examination</b>	
	Term 4	Term 1	Term 2	Term 2	Term 3	
<b>Topic Focus</b>	Maintaining the Balance Excretion	Blueprint of Life: Natural Selection	Maintaining the Balance Blueprint of Life	Search for better health	All topics including option	
<b>Course Outcomes</b>	H11, H12, H13, H14, H15	H9, H11, H12, H13, H14, H15	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H13	H3, H4, H5, H6, H8, H11, H12, H13, H14, H15, H16	ALL OUTCOMES	
<b>Components</b>	<b>Weight</b>					
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 developments in Biology  cell ultra structure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution	40%	5%	5%	10%	5%	15%
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30%	7.5%	10%	2.5%	5%	5%
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30%	7.5%	5%	2.5%	10%	5%
<b>TOTALS</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>



## Subject: Business Studies

Subject Description: This course covers the following topics:

### Business operations

The focus for this topic is the strategies for effective operations management in large business.

### Marketing

The focus of this topic is the main elements in the development and implementation of successful marketing strategies.

### Finance

The focus of this topic is the role of interpreting financial information in the planning and management of a business.

### Human Resources

The focus of this topic is the contribution of human resource management to business performance.

### Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Class tests and Examinations containing items such as multiple-choice, short response, structured essay, extended response across one or more topic areas; research and analysis and reporting of aspects of case studies, fieldwork tasks and reporting; interpretation of financial statements and scenarios, analysis of a marketing plan, investigation and analysis of an industrial dispute.

### Schedule of Tasks

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
Syllabus Content	Operations	Operations and Marketing	Marketing	All includes Human Resources	Finance
Task Type	Business Report and Media File	Half-yearly Examination	Extended Response and Excursion Report	Trial Examination	Financial Statement Analysis
Date	Wk 2, Term 1	Term 1	Wk 8, Term 2	Term 3	Wk 7, Term 3
Outcomes	H2, H4, H8, H9	H3, H4, H5, H6, H9	H1, H2, H3, H4, H5, H6	H1, H2, H4, H5, H6, H10	H2, H4, H5, H6, H8, H9, H10
Knowledge and understanding	5	5	10	15	5
Stimulus-based skills			7.5	10	2.5
Inquiry and research	5	10			5
Communications of business information, ideas and issues in appropriate forms	5	5	2.5	5	2.5
<b>Total</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>15</b>

## Subject: Chemistry

**Subject Description:** The Year 12 Chemistry course involves the study of the core topics: The Identification and Production of Materials; The Acidic Environment; Chemical Monitoring and Management. The optional topic is chosen from Industrial Chemistry, Shipwrecks, Corrosion and Conservation, The Biochemistry of Movement, The Chemistry of Art and Forensic Chemistry. The class chooses one of these topics with negotiation with the teacher.

### Notes:

- No more than 50% weighting may be allocated to examinations and topic tests
- A minimum of 30% weighting must be allocated to tasks that assess students' abilities to conduct first-hand investigations and communicate information and understandings based on these investigations
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

**Possible Assessment Tasks:** Assignments, Model making, Open-ended investigations, Oral reports, Practical tests, Reports, Research projects, Topic Tests and Examinations.

### Course Components and Modes

Component	Weight
• Knowledge and Understanding	40%
• Skills in Conducting Investigations	30%
• Skills in Scientific Thinking and Problem Solving	30%
<b>Total</b>	<b>100%</b>

### Schedule of Tasks

Task Name	Research	First-Hand Investigation	Mid Course Examination	Open-Ended Investigation	Trial HSC Examination
<b>Due</b>	Term 4 2016	Term 1 2017	Term 2 2017	Term 2 2017	Term 3 2017
<b>Topic Focus</b>	Acidic Environment	Production of Materials	Production of Materials The Acidic Environment	Chemical Monitoring and Management	Production of Materials The Acidic Environment Chemical Monitoring & Management Option
<b>Course Outcomes</b>	H1, H4, H5, H13, H16	H7, H8, H9, H10, H11, H12, H13, H14, H15	H2, H3, H6, H8, H10, H11, H12, H13, H16	H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	ALL
Components	Weight				
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• 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</li> <li>• atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	40%	5%	5%	10%	20%
Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30%		15%	15%	
Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions	30%	10%		5%	10%
<b>TOTALS</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## Subject: **Community and Family Studies**

Subject Description: Community and Family Studies is a sociology-based course which utilises an ecological framework to investigate the interactions among the individual, family, community and society. The HSC course examines how the wellbeing of individuals, families and communities is affected by the broader societal influences including sociocultural, economic and political factors.

<b>Component</b>	<b>Weight</b>
Knowledge & 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> <li>• nature of groups, families &amp; Communities</li> </ul>	40%
Skills in; <ul style="list-style-type: none"> <li>• applying the management process to meet the needs of individuals, groups, families &amp; communities.</li> <li>• planning to take responsible action to promote wellbeing</li> </ul>	25%
Knowledge & Understanding about Research Methodology & skills in researching, critical thinking, analysing & communicating	35%
<b>TOTAL</b>	<b>100%</b>

<b>Task</b>	<b>Dates</b>
Task 1A - IRP Part A (15% as contributes to Final Report) <b>Outcomes:</b> H4.1, H4.2	Term 4, 2016 (Wk 5)
Task 1B - IRP Part B (20%) <b>Outcomes:</b> H4.1, H4.2	Term 4, 2016 (Wk 9)
Task 2 - Half Yearly Examination (15%) <b>Outcomes:</b> H1.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1	Exam week (Term 1, 2017)
Task 3 - Research Essay (25%) <b>Outcomes:</b> H1.1, H2.1, H3.2, H5.1, H5.2	Term 2, 2017 (Wk 9)
Task 4 - Trial HSC Examination (25%) <b>Outcomes:</b> H1.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2, H5.1	Term 3, 2017 Exam Week

## Subject: Design and Technology

Subject Description: In Design and Technology students select and use appropriate resources to realise a quality Major Design Project (MDP). They evaluate the processes undertaken to produce a quality MDP and must manage the development of their MDP. Students will also select and use appropriate research and communication methods.

### Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program.

### Course Components and Modes

<b>Component</b>	<b>Weight</b>
<ul style="list-style-type: none"> <li>• Innovation and emerging technologies – includes a case study of an innovation worth 20%</li> <li>• Designing and Producing</li> </ul>	40%  60%
<b>Total</b>	<b>100%</b>

### Schedule of Tasks

<b>Outcomes</b>	<b>Components</b>	<b>Weightings</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
			MDP Project Proposal Presentation	Case Study Innovation	Half-yearly Exam	Trial Exam	Research Task with extended response
			Late Term 4 2016	Early Term 1 2017	Exam Week 2017	Term 3 2017	Term 3 2017
H1.1, H2.1, H2.2, H3.1, H5.2, H6.1, H6.2	Innovations and Emerging Technologies	40%		20	10	5	5
H1.1, H1.2, H2.1, H2.2, H3.1, H4.3, H5.2, H6.1, H6.2	Designing and producing	60%	10		15	20	15
Per task			H4.1, H4.2	H1.1, H2.1, H3.1, H5.2, H6.2, H4.3, H1.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H6.1, H6.2	H1.1, H1.2, H5.2, H6.1, H6.2, H4.3
<b>Totals</b>		<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>

## Subject: Drama

**Subject Description:** This course is designed for students to experience, understand, enjoy and value drama as a social, collaborative and creative art form and as an expression of culture through making, performing and critically studying drama and theatre. Students will study Dramatic Traditions in Australia and Verbatim Theatre while also creating a group performance based on a provided stimulus and an Individual Project which focuses on their personal interests within the subject.

Assessment Components	Weighting
1. Group Devised Performance	30%
2. Individual Project	30%
3. Written Examination	40%

### Texts set for study

#### Dramatic Traditions in Australia

- 1.Hewett, Dorothy 1997, ‘*The Chapel Perilous*’, in Australian Women’s Drama,
- 2.Williamson, David Reprinted 1993, *The Removalists*.

#### Verbatim Theatre

- 1.Holloway, Tom 2007, *Beyond the Neck*.
2. Valentine, Alana 2007, *Parramatta Girls*.

TASK	DUE DATE	TYPE OF TASK	MODES	OUTCOMES	VALUE
1	Term 4 Week 7	<b>Practical Component:</b> Class workshop activities related to the Individual Project <b>Theoretical Component:</b> related written reflections	Making (5) Critically Studying (10)	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3	15
2	Term 1 Week 8	<b>Practical Component:</b> Planning and development of Individual Project Oral presentation and log book including preliminary drafts and research <b>Theoretical Component:</b> Essay: Dramatic Traditions in Australia	Making (10) Critically Studying (5)	H1.3, H1.5, H1.7	15
3	Term 2 Week 8	<b>Practical Component:</b> Development of the group performance including workshoping, log book, script development, research and planning <b>Theoretical Component:</b> Essay: Verbatim Theatre	Making (15) Performing (10)	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	25
4	Term 3 (TBA)	<b>Practical Component:</b> Group Performance presentation & Individual Project presentation <b>Theoretical Component:</b> Submission of Group Performance and Individual Performance rationales	Making (5) Performing (10)	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H 2.1, H2.2, H2.3	15
5	Term 3 (TBA)	<b>Practical Component:</b> <i>Performance Showcase</i> Trial HSC Group Performance and Individual Project <b>Theoretical Component:</b> Written examination Log book submission reflection statement	Making (5) Performing (10) Critically Studying (15)	H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	30
	<b>TOTAL</b>				<b>100%</b>

## Subject: English - Advanced

The HSC English Course is a complex series of units that has been designed to enlighten, educate and entertain. This page has all the necessary information that you, as a Year 12 student, will need to achieve your best. There is a list of the Area of Study and the 3 modules on which you will be examined and the assessment schedule has been included. It is anticipated that you will keep this page in a safe place so that you can refer to it throughout the year.

### **Content:**

The content covered by each school generally varies as most schools adapt their course to suit student needs and abilities. In the order in which the content will be covered, the course for NEGS Advanced English in 2016 is as follows:

### **Area of Study: Discovery**

Core text – *Life of Pi* (film) – You will also be encouraged to independently investigate related texts of your own choosing.

### **Module A : Comparative Study of Texts and Context**

#### **Elective 2: Intertextual Connections**

Core texts – *Pride and Prejudice* by Jane Austen (fiction) and *Letter to Alice* by Fay Weldon (non-fiction)

### **Module B: Critical Study of Text**

Core Text - *Hamlet* by William Shakespeare

### **Module C: Representation and Text**

#### **Elective 1: Representing People and Landscapes**

Core text – Poetry of Judith Wright plus related texts of students' own choosing.

### Schedule of Tasks

<b>Unit</b>	<b>Term</b>	<b>Mode</b>	<b>Description</b>	<b>Weighting</b>
Area of Study	4	Viewing	Essay response to 'Life of Pi' (in class) plus reflection on related texts (take home) (2, 4, 7, 8, 11, 13)	15%
Area of Study	2	Writing	<b>Mid-year Exam</b> Comprehension (Discovery) (1-5, 6)	5%
Module A		Writing	Creative (Discovery) (3, 6, 7, 8, 11)	5%
		Reading	Essay in response to 'Pride and Prejudice' and 'Letters to Alice' (2, 2A, 4, 9, 10)	15%
Module B	2	Listening	Students complete an in class essay on 'Hamlet' in response to a listening stimulus (1, 2A, 3, 4, 6, 7, 10)	15%
Module A	3	Reading (10) & Writing (20)	<b>Trial Exam</b> (1-12)	
Module B			Paper 1 Area of Study	15%
			Paper 2 Module A Module B	15%
Module C	3	Speaking	Present a speech on one of Judith Wright's poems and a related text (2, 3, 4, 5, 9, 12A)	15%

## Subject: English - Standard

The HSC English Course is a series of units designed to enlighten, educate and entertain. This document has all the necessary information that you, as a Year 12 student, will need to achieve your best. There are brief descriptions of the Area of Study and the 3 modules on which you will be examined. The assessment schedule is also included. It is anticipated that you will keep this document in a safe place so that you can refer to it throughout the year. It will also be posted to the course Moodle site.

### **Content:**

The content covered by each school varies as it is adapted to suit student needs and abilities. In the order in which content will be covered, the course for NEGS Standard English in 2017 is as follows:

### **Area of Study: Discovery**

Core text (play) - *Away* by Michael Gow, plus related texts of students' own choosing. (Related texts are assessed in the HSC examination and MUST be studied by students)

### **Module A : Experience Through Language**

#### **Elective 1: Distinctly Visual**

Core text (film) – *Crouching Tiger, Hidden Dragon* directed by Ang Lee plus related texts of students' own choosing.

#### **Module B: Close Study of Text**

Core Text (poetry) - The Poetry of Wilfred Owen

### **Module C: Texts and Society**

#### **Elective 2: Exploring Transitions**

Core text (prose fiction) – *The Story of Tom Brennan* by J C Burke, plus related texts of students' own choosing.

### **Assessments**

There are various types of assessments that you will undertake over the course of the year.

In class and take home assessment tasks. These assessments will cover a variety of modes, namely: reading, writing, viewing/representing, listening and speaking. Examinations are designed to prepare students for the HSC.

Unit	Term	Approx Date	Mode	Description	Weighting
Area of Study	4 2016	Week 8	Reading	<b>AOS: Discovery</b> a. Essay response to a viewing stimulus (10%) b. Reflection on the concept of discovery using prescribed and related texts (5%)	15%
Area of Study Module A	1 2017	Week 10/11	Writing Writing Viewing	<b>Half Yearly</b> Comprehension (Discovery) b. Creative writing (Discovery) c. Essay in response to a reading stimulus from <i>Crouching Tiger, Hidden Dragon</i>	5% 5% 15%
Module B	2 2017	Week 6	Listening	An essay on Owen's poetry in response to a listening stimulus	15%
Area of Study Module A Module B	3 2017	Week 3/4	Reading & Writing	<b>HSC Trial Examination</b> Paper 1 (Discovery) Paper 2 (Mod A & B)	15% 15%
Module C	3 2017	Week 7	Speaking	Presentation comparing & contrasting prescribed & related texts for the elective Exploring Transitions ( <i>The Story of Tom Brennan</i> ) 1, 2, 4, 5, 9	15%

## Subject: English – Extension 1

### **Elective 3: Navigating the Global**

In this elective, students explore and evaluate texts that examine and represent the ideas, impacts and consequences of globalisation. Since the late 20th century, the movement towards a global culture has blurred traditional concepts and boundaries of time and space. Knowledge, values and ways of thinking have become at once global and local through the impact of new technologies and modes of communication. Context, circumstance and perspective have shaped a range of individual and community responses to this changing reality: while some have embraced or reluctantly accepted it, others have challenged or retreated from it. The ideas, language forms, features and structures of texts may reflect or challenge ways of thinking during this period.

In this elective, students are required to study **at least three** of the prescribed texts (including at least two print texts), as well as other related texts of their own choosing. In their responding and composing, they explore, analyse, experiment with and critically evaluate their prescribed texts and a range of other appropriate texts.

Texts can be drawn from a range of times, contexts and media and should reflect the relationships between the global and the local and the significance of these relationships to the life of the individual and their community.

#### **The three core texts for this elective are:**

*The Journey to the Stone Country* (novel) Alex Miller

*The White Tiger* (novel) Aravinda Adiga

*Lost in Translation* (film) Sofia Coppola

Students will also be required to read a number of print texts to complement their study of the genre.

Assessment Point	Term	Approximate Date	Mode	Description	Weighting
1	1	Week 10	Mid-year Assessment Task	<b>Critical Essay</b> ('Journey to the Stone Country' and 'White Tiger') <b>Creative Writing</b> exploring the 'Navigating the Global' elective	15% 15%
2	2	Week 8	Speaking Task	<b>Viva Voce</b> Students present their research into related texts then are asked a series of interview style questions in which they respond.	40%
3	3	Week 4	HSC Trial Examination	<b>Trial HSC</b> Part 1 - Critical essay exploring 2 core texts and 2 related texts. Part 2 - Imaginative response exploring the key concerns of the 'Navigating the Global' elective	30%



## Subject: English – Extension 2

In the HSC English Extension Course 2 students develop a sustained composition, and document and reflect on this process. Students undertaking HSC English Extension Course 2 must complete the Major Work.

### Major Work

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

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

### Program

Early in Term 4 students will be assigned a mentor who will guide and support them through the process. Mentors are there to assist with the development of the concept, suggestions for research and investigation and guidance with drafting and redrafting. Students should meet with their mentors once a fortnight. In addition, there will be one group lesson scheduled a fortnight. During this time, students will go through administrative procedures, as well as look closely at areas of the process.

### Schedule of Tasks

<b>Term</b>	<b>Approx Date</b>	<b>Mode</b>	<b>Description</b>	<b>Marks</b>
1	Week 3	Speaking	<b>Viva Voce</b> Students present their Ext 2 proposal as a Viva Voce assessment	10  (Objective 1-5) (Objective 2-5)
2	Week 3	Writing and research	<b>Report</b> Students submit their report outlining the process of their independent investigation and composition to date	15  (Objective 1-10) (Objective 2-5)
3	Week 7	Writing	<b>Draft Major Work</b> Students submit the draft copy of their major work for final proofing, editing and reworking	25  (Objective 1-10) (Objective 2-15)
4	Week 6	N/A	<b>Final Submission to BOSTES</b> external marking	Final external marking

**Objective 1:** Skills in extensive independent investigation

**Objective 2:** Skills in sustained composition

Subject: **Geography**

Subject Description: Students must study 3 Depth Studies supported by Case Studies and a range of Geographical Skills, including research, fieldwork, mapping and statistical interpretation. The depth studies and their respective Case Studies are: Ecosystems at Risk (Wetlands); Urban Places (Sydney); and People and Economic Activity (The Wine Industry).

Notes:

- ❑ Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Evaluation of research framework and processes, independent research project; multiple-choice skills test, short answer response items such as comprehension exercises, graph analysis, photograph and cartographic interpretation; video report, matching exercises, letter writing, written reports, discussions, explanations and expositions, extended response, structured essays, stimulus-based response; writing a questionnaire, data analysis, field observations, pre- and post-fieldwork activities.

Course Components and Modes

<b>Component</b>	<b>Weight</b>
<ul style="list-style-type: none"><li>• Knowledge and understanding of course content</li><li>• Geographical tools and skills</li><li>• Geographical inquiry and research, including fieldwork</li><li>• Communication of geographical information, ideas and issues in appropriate forms</li></ul>	40% 20% 20% 20%
<b>Total</b>	<b>100%</b>

Schedule of Tasks

<b>Outcomes</b>	<b>Components</b>	<b>Weightings</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
			Ecosystems research project	Half-yearly	Field Report	Trial Examinations
			T4	T2	T1	Wks 5-6, T3
H1 – H7	Knowledge and understanding of course content	<b>40%</b>		15%		25%
H10 - 13	Geographical tools and skills	<b>20%</b>		10%	5%	5%
H8 – H10	Geographical inquiry and research, including fieldwork	<b>20%</b>	10%		10%	
H1 – 7, H9, H12, H13	Communication of geographical information, ideas and issues in appropriate forms	<b>20%</b>	10%		10%	
<b>Totals</b>		<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>

**Subject: Legal Studies**

**Subject Description:** Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

**Outcomes:**

H1: identifies and applies legal concepts and terminology

H2: describes and explains key features of and the relationship between Australian and international law

H3: analyses the operation of domestic and international legal systems

H4: evaluates the effectiveness of the legal system in addressing issues

H5: explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6: assesses the nature of the interrelationship between the legal system and society

H7: evaluates the effectiveness of the law in achieving justice

H8: locates, select, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9: communicates legal information using structured and logical arguments

H10: analyses differing perspectives and interpretations of legal information and issues

**Schedule of Tasks**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
Syllabus Content	Crime	Crime and Human Rights	Focus Study 1	Crime Human Rights Focus Study 1 & 2	Focus Study 2
Task Type	Case Study	Half-Yearly Examination	Research Task and in-class task	Trial Examination	Logbook
Approx Date	Wk 8, Term 4	Term 1	Week 6, Term 2	Term 3	Week 6, Term 3
Outcomes	H1, H2, H4, H5, H6, H7, H8, H9	H1, H3, H4, H5, H6, H7, H8, H10	H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H4, H5, H6, H7, H8, H10
Knowledge and Understanding of Course Content	5	10	10	30	5
Research	5	5	5		5
Communication	5	5	5		5
Total	15	20	20	30	15

## Subject: Mathematics

Subject Description: This is a calculus-based course which has general educational merit and is also useful for concurrent studies in science and commerce. Students study co-ordinate methods in geometry, applications of geometrical properties, geometrical applications of differentiation, integration, trigonometric functions, logarithmic and exponential functions, applications of calculus to the physical world, probability, series and their applications.

Note:

- Up to 20% of the internal assessment mark may be based on the Preliminary course.
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

### Course Components and Modes

<b>Component</b>	<b>Description</b>	<b>Weighting</b>
<b>A</b> Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
<b>B</b> Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50

### Schedule of Tasks

<b>Task</b>	<b>Outcomes</b>	<b>Task Description</b>	<b>Date</b>	<b>Total</b>	<b>Component A</b>	<b>Component B</b>
1	H1, H2, H5, H9	Class Test: Sequences and Series	T4	10%	5%	5%
2	H1, H2, H4, H5, H6, H7, H8, H9	In class assessment: Differential & Integral Calculus	T1	15%	10%	5%
3	H1, H2, H4, H5, H6, H7, H8, H9	Half-yearly Examinations	T2	25%	15%	10%
4	H1, H3, H6, H8	Exponential, Logarithmic and Trigonometric functions	T3	20%	10%	10%
5	H1 – H9	Trial Examination	T3	30%	10%	20%
<b>Totals</b>				<b>100%</b>	<b>50%</b>	<b>50%</b>

## Subject: General Mathematics

Subject Description: This course focuses on mathematical skills and techniques that have direct application to everyday activity and supports concurrent study in subjects requiring research and project work. Topics covered include Financial Mathematics, Data Analysis, Measurement, Probability and Algebraic Modeling.

### Notes:

- Up to 30% of the internal assessment in General Mathematics Stage 6 may be based on the Preliminary Course.
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

Possible Assessment Tasks: Examination-style questions, oral and written reports, samples of students' work, practical investigations or projects, students' written explanations of problem solutions, practical tasks such as measurement activities.

### Course Components and Modes

<b>Component</b>	<b>Description</b>	<b>Weighting</b>
<b>A</b> Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
<b>B</b> Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50

### Schedule of Tasks

<b>Task</b>	<b>Outcomes Assessed</b>	<b>Task Description</b>	<b>Date</b>	<b>Weighting %</b>	<b>Component A Skill</b>	<b>Component B Application</b>
1	P2, P3, P4, P5, P8 H2, H4, H8, H11	Algebraic modeling and Financial Maths	T4	15	5	10
2	P2, P4, P6, P7, P11 H2, H4, H6, H7, H11	Financial Mathematics	T1	15	5	10
3	P2 – P11 H2, H3, H6 – 9, H11	Half-yearly Examinations	T2	20	10	10
4	P4, P9 H2 – 4, H7, H9, H11	Probability Data Test	T2	20	10	10
5	P2 – P11 H2 – H11	Trial Examinations	T3	30	20	10
<b>Totals</b>				<b>100</b>	<b>50</b>	<b>50</b>

## Subject: Mathematics – Extension 1

Subject Description: This course has general merit and is also useful for concurrent studies of science, industrial arts and commerce. Students study techniques of integration, further application of calculus to the physical world, inverse functions and inverse trigonometric functions, binomial theorem, further probability, iterative methods and harder Mathematics.

### Notes:

- The assessment tasks in this course can be based on the entire two-year program.
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

### Course Components and Modes

<b>Component</b>	<b>Description</b>	<b>Weighting</b>
<b>A</b> Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
<b>B</b> Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50

### Schedule of Tasks

<b>Task</b>	<b>Outcomes</b>	<b>Task Description</b>	<b>Date</b>	<b>Total</b>	<b>Component A</b>	<b>Component B</b>
1	HE1, HE6, HE7	Class Test: Integration and Further Sketching	T1	10%	5%	5%
2	HE1, HE2, HE6, HE7	Half-yearly Examinations	T2	30%	15%	15%
3	HE4 - 7	Class test: Binomial Theorem and Binomial Probability	T2	20%	10%	10%
4	HE1 – H7	Trial Examinations	T3	40%	20%	20%
<b>Totals</b>				<b>100%</b>	<b>50%</b>	<b>50%</b>

Subject: **Modern History**

Subject Description: Students use a range of sources to investigate the impact of World War I, The 20th Century National Study (Germany) and consider the role of a 20<sup>th</sup> century personality (Ho Chi Minh). The fourth area of the course concerns an International study in peace and conflict (Conflict in Indochina 1954 - 1979).

Notes:

- Assessment Programme: Examination/test items: 40%; Non-examination test items: 60%
- Dux is awarded to the top ranked student at the conclusion of the assessment program.

Course Components and Modes:

	<b>Component Weight</b>
Part I Core Study: World War I Source Study	25%
Part II National Study: Germany	25%
Part III Personality Study: Ho Chi Minh	25%
Part IV International Study in Peace and Conflict: Conflict in Indochina	25%

Schedule of Tasks:

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
Syllabus content	Core Study: World War I	World War I and Germany	National Study: Germany	World War I Germany Ho Chi Minh Indochina	Ho Chi Minh
Task Type	Source Analysis	Half-Year Examination	Researched Essay	Trial Examination	Essay in Class
Approx Date	Wk 2, Term 1	Term 1	Wk 4, Term 2	Term 3	Wk 6, Term 3
Outcomes	H3.1, H4.1, H4.2	H1.1, H1.2, H3.1, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H3.1, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H3.1, H3.2, H3.3, H3.4, H3.5, H4.2
Knowledge and understanding of content	5	10	5	10	5
Source based skills	10	5		5	
Historical inquiry and research		5	10		5
Communication of historical understanding in appropriate forms				15	10
Total	15	20	15	30	20

Subject: **History Extension**

Subject Description: This course has two major parts. The first, assessed internally, takes the form of an historical investigation designed and conducted by the student. The second has two sections. One focuses on exploring 5 key historical questions through a series of readings. The other is a Case Study. Both these two sections are examined by means of a two hour HSC exam.

Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program

Course Components and Modes

<b>Component</b>	<b>Weight</b>
Part I (a) What is History?	10%
Part I (b) Historiography: Case Study	10%
Part II Historical Project	80%
<b>Total</b>	<b>100%</b>

Schedule of Tasks

<b>Outcomes</b>	<b>Components</b>	<b>Weightings</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			Half yearly exam	Trial HSC	Research Essay and Log
E1.1, E2.1, E2.3	What is History?	10%	5%	5%	
E1.1, E2.1, E2.3	Historiography: Case Study	10%	5%	5%	
E1.1, E2.1, E2.2, E2.3	Historical Project	80%			80%
<b>Totals</b>		<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>80%</b>



## Subject: Music 1

Subject Description: Core Studies in performance, composition, musicology and aural are supported by three electives which represent musical contexts (styles, periods and genres). Students can demonstrate their learning experiences in music through performance and practical music making, through the development of composition portfolios, through a musicology portfolio and viva voce, or a combination of these.

### Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program.

### Course Components and Modes:

	<b>Component</b>	<b>Weighting</b>
<u>Core:</u>		
	• Performance	10%
	• Composition	10%
	• Musicology	10%
	• Aural	25%
<u>Electives:</u>		
	• Elective 1	15%
	• Elective 2	15%
	• Elective 3	15%
<b>Total</b>		<b>100%</b>

### Schedule of Tasks

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weight
	Viva Voce	Exam  - Solo performance - Half yearly aural exam	Elective 1	Composition	Trial HSC Aural paper  Presentation of Electives 2 and 3. Depending on the elective this may be a performance; a musicology viva voce; or the composition portfolio	
	Term 1	Term 1	Term 2	Term 3	Term 3 – Trial period	
Outcomes	H4, H5, H6, H10, H11	H1, H2, H3, H4, H5, H6, H10	As relevant to elective	H3, H4, H7, H10	As relevant to elective	
Performance Core		10%				10
Composition Core				10%		10
Musicology Core	10%					10
Aural Core		10%			15%	25
Elective 1			15%			15
Elective 2					15%	15
Elective 3					15%	15
<b>Marks</b>	10%	20%	15%	10%	45%	100

### Note:

- Teachers will select the appropriate outcomes based on the elective options selected by each student

## Subject: Personal Development, Health and Physical Education

### Subject Description:

In the HSC course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities. In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

### **HSC Course:**

#### **Core Topics (60%)**

- Health Priorities in Australia
- Factors Affecting Performance

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

#### **Optional Component (40%)**

Students select **two** of the following options:

### Particular Course Requirements:

In addition to core studies, students select **two** options in each of the Preliminary and HSC courses. Two options are chosen for the class by the class teacher.

### Notes:

Dux is awarded to the top ranked student at the conclusion of the assessment program.

### Possible Assessment Tasks:

Laboratory reports, Debates, Oral presentations, Research Reports, Practical Performances to demonstrate theoretical understandings and Examinations/tests.

### Schedule of Tasks:

	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Areas of Assessment</b>	<b>Research task on health priority issue</b>	<b>Examination</b>	<b>Designing a training program</b>	<b>Response to sports medicine scenarios</b>	<b>Trial HSC Examination</b>
<b>Date of Task</b>	T4 - 2016	T1 - 2017	T2 - 2017	T2/3 - 2017	T3 - 2017
<b>Outcomes for Assessment</b>	H1, H2, H15, H16	H1-H5, H7-H11, H13-H17	H8, H10	H8, H13, H16, H17	H1-H5, H7-H11, H13-H17
<b>Topic Focus</b>	Health priorities in Australia	Health priorities in Australia and Factors affecting performance	Improving performance	Sports Medicine	Health priorities in Australia, Factors affecting performance, Sports Medicine, Improving performance
<b>Syllabus Components</b>	HSC CORE 1	HSC CORE 1 HSC CORE 2	HSC OPTION 4	HSC Option 3	HSC CORE 1 HSC CORE 2 HSC OPTION 4 HSC OPTION 3
Knowledge and understanding of factors that affects health and the way the body moves	10	12 5	5	5	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity		13 10	5	5	10
Skills in critical thinking, research and analysis	5	14 5	10	5	10
<b>Weighting</b>	20%	20%	15%	15%	30%

## Subject: Senior Science

### Subject Description:

The Year 12 Senior Science course involves the study of the three core topics: Lifestyle Chemistry, Medical Technology-Bionics and Information Systems. Students will also study the option topic, Pharmaceuticals.

### Notes:

- No more than 50% weighting may be allocated to examinations and topic tests
- A minimum of 30% weighting must be allocated to tasks that assess students' abilities to conduct first-hand investigations and communicate information and understanding based on these investigations
- Dux is awarded to the top ranked student at the conclusion of the assessment program

### Possible Assessment Tasks:

Assignments, fieldwork and reports, model making, first-hand and open-ended investigations, oral presentations, practical reports, research projects, topic tests and examinations.

### Schedule of Tasks:

Time	Task/Topic	Outcomes	Components to be assessed				Total Weighting
			Lifestyle Chemistry	Medical Technology-Bionics	Information Systems	Elective: Pharmaceuticals	
Term 4, Week 9	First-hand investigation	H2, H8, H12, H14	20%				20%
Term 1, Week 5	Research Task	H1, H3, H4, H5, H7, H9, H12, H13, H14, H15		20%			20%
Wk 10	Half-yearly exam	All	5%	5%			10%
Term 2, Week 8	Research Task	H2, H4, H5, H10, H11, H12, H13, H14			20%		20%
Term 3, Week 2	Trial HSC Exam	All	10%	10%	10%		30%
<b>Total Syllabus Weighting</b>			35%	35%	30%		100%

## Subject: Textiles and Design

Subject Description: Students study units of work on: Design; Properties and Performance of Textiles; Australian Textile, Clothing, Footwear and Allied Industries supported by a Major Textiles Project which allows students to demonstrate cultural, historical or contemporary aspects of Design relevant to a focus area of the course and which includes supporting documentation and textile items.

### Assessment Component

### Weighting

Knowledge and understanding of textiles and the textile industry 50%  
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies 50%

### Schedule of Tasks:

Assessment Task	<b>Task 1 Fashion Designer Research Task</b>	<b>Task 2 MTP Presentation</b>	<b>Task 3 Half Yearly Exam</b>	<b>Task 4 Trial HSC Exam</b>	<b>Task 5 Textile Industry</b>
<b>Outcomes</b>	H6.1, H5.1, H5.2	H1.1, H6.1, H1.2, H2.1	H1.1, H1.3, H2.1, H6.1, H5.1	H1.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1	H4.1 H3.2 H6.1
<b>Due Date</b>	Term 4, 2016	Term 1, 2017	Term 1, 2017	Term 3, 2017	Term 2, 2017
Assessment Component 1 50%	5	10	15	15	5
Assessment Component 2 50%	5	5	5	15	20
<b>Total 100%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>

## Subject: Visual Arts

**Subject Description:** Students studying Visual Arts will develop knowledge, skills and understanding of how they may represent their interpretations of the world by exploring ideas through a Body of Work. They will also investigate artworks in Historical and Critical studies

### Notes:

- Dux is awarded to the top ranked student at the conclusion of the assessment program

### Possible Assessment Tasks:

**Artmaking** assessment will include ongoing evaluations of a student's ability to:

- represent their understanding of artmaking as a practice involving the selection of a particular procedures and critical judgments
- Apply the conceptual framework to the development of their body of work through artist, artwork, world, audience
- Use one or more of the frames to represent points of view in their interpretations
- Develop meaning and focus in the representation of ideas reflected in the development of the Body of Work
- Develop meaning and focus on the representations of ideas reflected in the developing body of work evident in the support work in Visual Arts Process Diary, works under development, and student explanations

**Art Criticism and History** assessment will include ongoing evaluations of a student's ability to:

- Investigate art criticism and art history as practices involving procedures and judgments
- Utilise the Conceptual Framework involving artist, artwork, audience and world in selected cases through discussions and art critical and art historical writing
- Use the Frames (Structural, Subjective, Cultural, Postmodern) to inform their interpretation and points of view
- Attribute meanings to selected examples
- Interpret critical and historical accounts evident in case studies, research tasks, reviews, reports, assignments and examinations

### Course Components and Modes

<b>Component</b>	<b>Weighting</b>
Artmaking	50%
Art Criticism & Art History	50%
<b>Total:</b>	<b>100%</b>

### Schedule of Tasks:

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>Weight</b>
	<b>ARTMAKING – PART A</b> Development of body of work - investigations of artmaking practice evident in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists' practice	<b>HISTORICAL/ CRITICAL</b> Art criticism and art history <b>ART EXCURSION</b>  ESSAY or CASE STUDY	<b>HISTORICAL /CRITICAL</b> Half-yearly Examination - Art Criticism & Art History - Section I - Section II	<b>ARTMAKING – PART B</b> Development of body of work – including VAPD and works under development	<b>ARTMAKING – PART C</b> Development of body of work - works under development; VAPD, oral or written presentation about intentions, conceptual framework relationships and viewpoint/s	<b>HISTORICAL /CRITICAL TRIAL EXAM</b> - Art Criticism & Art History - Section I - Section II	
	<b>Towards the end of Term 4</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Term 1</b>	<b>Early Term 3</b> (approx. 4-5 weeks prior to BOS submit)	<b>Term 3</b>	
	H1, H2, H3, H4	H1, H2, H3, H4, H5, H7, H8, H9	H7, H8, H9, H10	H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	
Artmaking	10		15		25		<b>50</b>
Art Criticism & Art History		15		15		20	<b>50</b>
<b>Marks</b>	/20	/30	/30	/30	/50	/50	
<b>Weight</b>	<b>10%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>	<b>100%</b>

# HSC ASSESSMENT CALENDAR

2016 - 2017

The following calendar lists weeks which can be selected for assessment tasks across all subject lines. Where possible, specific weeks have been allocated in the subject schedules, so that tasks are spread across the terms.

## Term 4, 2016

Week	Date	
1	10 <sup>th</sup> October	
2	17 <sup>th</sup> October	
3	24 <sup>th</sup> October	
4	31 <sup>st</sup> October	
5	7 <sup>th</sup> November	CAFS
6	14 <sup>th</sup> November	Music
7	21 <sup>st</sup> November	D&T/ PDHPE/ Chem/ Drama
8	28 <sup>th</sup> November	StEng/VA/AH/ Bio/Gen Maths/ LS
9	5 <sup>th</sup> December	Text/AdEng/ Geog/ CAFS/SnrSci

## Term 2, 2017

Week	Date	
1	24 <sup>th</sup> April	VA
2	1 <sup>st</sup> May	
3	8 <sup>th</sup> May	Ext2 Eng
4	15 <sup>th</sup> May	MH
5	22 <sup>nd</sup> May	
6	29 <sup>th</sup> May	AH/LS
7	5 <sup>th</sup> June	AdvEng/StEng/ GenMaths/Music
8	12 <sup>th</sup> June	Ext1 Eng/VA/ PDHPE/Chem/ Drama/SnrSci/ BusSt
9	19 <sup>th</sup> June	CAFS/Geo

## Term 1, 2017

Week	Date	
1	30 <sup>th</sup> January	Ag
2	6 <sup>th</sup> February	BusSt/MH
3	13 <sup>th</sup> February	Ext2 Eng
4	20 <sup>th</sup> February	Bio
5	27 <sup>th</sup> February	D&T/SnrSci
6	6 <sup>th</sup> March	Text
7	13 <sup>th</sup> March	GenMaths/VA/ AH
8	20 <sup>th</sup> March	Music/Chem/ Drama
9	27 <sup>th</sup> March	<b>Half yearly exams</b>
10	3 <sup>rd</sup> April	<b>Half yearly exams</b>

## Term 3, 2017

Week	Date	
1	17 <sup>th</sup> July	VA
2	24 <sup>th</sup> July	Bio/Music/ Drama
3	31 <sup>st</sup> July	<b>Trial Exams</b>
4	7 <sup>th</sup> August	<b>Trial Exams</b>
5	14 <sup>th</sup> August	
6	21 <sup>st</sup> August	LS/MH
7	28 <sup>th</sup> August	AdvEng/AH/ Ext2Eng/Ag/ D&T/BusSt
8	4 <sup>th</sup> September	StEng/Textiles/ PDHPE
9	11 <sup>th</sup> September	
10	18 <sup>th</sup> September	

### Please note:

Extension subjects in Mathematics and History will slot in as needed.

Teachers, please make request for changes and additions with Director of Studies before allocating tasks.