

HSC Assessment Book

2016/2017

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## **The Nature and Purpose of Assessment**

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

* assist student learning
* evaluate and improve teaching and learning programs
* provide information on student learning and progress in a course in relation to the syllabus outcomes
* provide evidence of satisfactory completion of a course
* report on the achievement by each student at the end of a course.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

* a wider range of syllabus outcomes than may be measured by external examination alone
* multiple measures and observations made throughout the HSC course rather than a single assessment event.

It is a requirement of the HSC school assessment program that for each course taught, schools must establish a program of assessment tasks. These tasks are conducted throughout Year 12 and each has a weighting determined by the school within guidelines provided by the Board of Studies. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

* multiple measures generally give a more accurate measure of each student's achievement
* this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks, which are then submitted to the Board provide a rank order of students and show relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marks will continue to be used to measure and report student achievement in both the external examination and the school-based assessment at the HSC. Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used.

## **HSC - a standards–referenced approach**

In a standards-referenced approach, the assessments submitted to the Board reflect the rank order and relative differences between the achievements of students, based on the extent to which students have demonstrated the specific knowledge and skills being assessed.

The standards that the rank order and differences are based on are explicit and are incorporated in the syllabus, examination tasks, performance descriptions and the HSC standards packages.

## **The process of moderation**

Moderation will continue to be necessary in the high stakes environment of the HSC. Moderation is important in ensuring the assessments submitted by different schools can be compared. Statistical moderation is an effective and efficient means for ensuring comparability.

In the moderation process for the HSC, the assessment marks for a course submitted by each school are adjusted by a statistical process that takes into account the performance of the school group in the examination. This process ensures comparability between the assessment marks submitted by each school. The school group's initial examination marks, before they are aligned to the performance scale, are used to moderate the school group's assessment marks. Following the application of this procedure the assessment marks are then aligned to the course performance scale using the same adjustments as used for the examination marks.

## **Requirements for the Award of the HSC**

The general requirements for the award of the HSC are:

1. you must study a minimum of 12 units in the Preliminary course and a minimum of 10 units in the HSC course. Both the Preliminary course and the HSC course must include the following:

* at least 6 units from Board Developed Courses including at least 2 units of a Board Developed Course in English
* at least three courses of 2 units value or greater
* at least four subjects

2. you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

3. you must have sat for and made a serious attempt at the required Higher School Certificate examinations.

To be awarded the HSC from St Andrews College, you must also study one of the three Religion Courses listed later in this booklet.

**Additional information:**

The BOSTES publication, *Higher School Certificate Rules and Procedures* contains all the HSC rules and requirements you will need to know. This book has been distributed to all Year 12, 2017 students.

**All My Own Work**

All students are required to have completed ***All My Own Work*** prior to the Preliminary Year. The College keeps a record of all students who have completed All My Own Work.

## **Requirements for the Award of an ATAR**

The “ATAR” is the Australian Tertiary Admission Rank. The ATAR replaced the UAI (Universities Admission Index) as a means by which universities decide admissions.

The ATAR is a percentage measure which shows what percentage of students a particular candidate has performed better than. An ATAR of 50% indicates that the candidate has performed better than 50% of all students.

The ATAR is calculated from your English mark and the next best 8 units of Board Determined Courses that a student presents for the HSC examination. The ATAR is calculated using a process which compares degree of difficulty of different subjects before combining results.

Only Board Determined Courses can count towards the ATAR. Content Endorsed Courses and School Developed Courses cannot.

For the purposes of calculating the ATAR, all Board Determined Courses are classified as “Category A” or “Category B”.

**Students may count NO MORE THAN 2 units of “Category B” BDC subjects in their ATAR.** Students can gain a completely valid HSC with more than 2 units of Category B subjects; the limitation applies simply to the calculation of the ATAR.

The ONLY Category B Board Determined Courses offered at St Andrews College are the Vocational Education Courses

In the Vocational Education (240 Hour) courses, there is an optional examination. The examination must be undertaken in order for the course to count for an ATAR, if required to make up the minimum 10 units.

## **Assessment and Reporting**

Teachers utilise the syllabus packages outlined by the Board of Studies for each course. The packages include the syllabus content which teachers use to develop teaching programs, examination specifications, sample examination papers, sample marking guidelines and a performance scale. You can view these on the internet at:

<http://www.boardofstudies.nsw.edu.au>

The syllabuses, along with assessment and examination information and a performance scale that will be used to describe your level of achievement, give a clear idea of the standards that are expected.

School-based assessment tasks will contribute 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course.

The other 50% will come from the HSC examination.

Your HSC mark for 2 unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 – 100 will correspond to the highest level of achievement.

On satisfactory completion of your HSC you will receive a portfolio containing:

***The HSC Testamur***

**-** The official certificate confirming your achievement of all requirements for the award

***The Record of Achievement***

*-* This document lists the courses you have studied and reports the marks and bands you have achieved - ***From 2015 it will also display students’ preliminary course grades***

***Course Reports***

*-* For every HSC Board Developed Course (except VET courses) you will receive a Course Report showing your marks, the Performance Scale and the band descriptions for that course. A graph showing the statewide distribution of marks in the course is also shown.

## **College Responsibilities**

St Andrews College will:

* set tasks to measure your performance in each component of a course
* tell you the percentage value of each task
* inform you in writing of:
* the components and their weightings
* when tasks will take place. The assessment timeline will usually indicate the week in which a task will be completed and your class teacher will inform you in ample time (usually two weeks) if there are any changes to the timeline.
* task criteria and outcomes to be assessed
* the standards expected at each mark range
* the mark value of each task
* the nature of each task e.g. assignment, test, exam etc
* administrative details of the tasks and procedures
* keep records of your performance in each task
* provide you with information on your progress.
* provide opportunities for students who miss tasks with acceptable reasons to be allowed to complete the task, do an alternate task or be given an estimate. The College reserves the right to determine which of these options will apply.

## **Commencement of Assessment**

The HSC Year commences at the beginning of Week 1 Term 4 2016 and assessment tasks can begin from that date. At the end of this booklet you will find two listings of the assessment program. The first is a chronological list of all assessment tasks for the entire assessment program while the second lists the tasks in each faculty, with the subjects in alphabetical order. You should use this listing, in conjunction with your Learning Planner and any information given to you by your teacher, to ensure the timely completion of all assessment tasks. The schedules may be varied by your class teacher if necessary but you will be given ample notice of any such changes. Please note that the majority of task dates fall on a Monday. This will usually mean that the task will fall in the week beginning that date. You will be notified of a specific date two weeks prior to the task when the criteria for the task will be given to you.

*How you are notified of assessments:*

Teachers will notify students of a task with at least 2 weeks notice. This notice may be given on Drews Learning. This assessment handbook also informs you of the dates and weightings of tasks.

*Electronic submissions:*

If you are asked to submit a task electronically, it is strongly advised that you back-up a copy of the task and you keep a receipt of the submission as evidence.

*Late submissions:*

Late submissions are given a zero mark. It is important that if you have reasons for handing in a task late, you follow the illness/misadventure procedures listed in this booklet.

*Teacher Absence:*

If a teacher is absent on the day a written, oral or performance task is to be administered; the College will determine whether another teacher can conduct the task, or whether it will need to be rescheduled. All students would be appropriately informed.

## **Student Responsibilities**

A ***minimum*** of two weeks notice is given to students regarding assessment tasks. Notice may be displayed in a central location, such as ***Drews Learning***. If a student is absent when a task is handed out, it is the students’ responsibility to follow this up and **check *Drews Learning* for task notifications. The task notification will clearly indicate how and to whom the task is to be submitted.**

You are expected to:

* attempt and complete all tasks to the best of your ability
* inform the Leader of Learning KLA of problems you may have in the completion of tasks
* inform the school by phone if you are absent for a task, complete an illness/misadventure form and provide the appropriate documentation, normally a doctor’s certificate.
* read and understand the contents of this handbook and other documentation on assessment that is given to you.
* satisfactorily complete each course you are undertaking. This means that you will:
* *follow the course developed or endorsed by the Board of Studies*
* *apply yourself with diligence and sustained effort to the set tasks provided in the course by the school*
* *achieve some or all of the outcomes of the course*

While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

## **Illness/Misadventure**

Where a student misses a task through illness or misadventure they should:

1. Have their parent or caregiver **contact the school before 8.30am** on the day that they are away giving details of the task they have missed. A phone call is sufficient. **If the absence is due to illness, the student is required to see a doctor and obtain a Doctors Certificate on that day.**
2. On the first day they return to school the following procedures must be followed:
   * The student must report to the school office prior to commencement of Learning Group.
   * Provide a medical certificate (for illness) or suitable documentation (for misadventure).
   * Complete an Illness/Misadventure Form and sign. (Copies of this form are available at the school office). Attach either the medical certificate or documentation supporting reasons for misadventure to the Illness/Misadventure Form.
   * Submit your assignment (if applicable) with the Illness/Misadventure Form (and attachments) and place in a secured box in the office. Students will be asked to sign a register when these steps are completed. A member of the office staff will countersign to acknowledge receipt of the assessment and necessary documentation.

*Missing an exam or in-class task:*

Where a student has missed an in-class task or examination the three steps outlined above must be followed. In addition, the student MUST report to the relevant Leader of Learning KLA to be informed of what action they will need to take in relation to the missed task. Students are required to report to the Leader of Learning KLA by the end of recess (at the latest) on their return to school.

Depending on the circumstances a student may be required to:

- submit the original task

- submit an alternative task

- receive an estimate based on previous performance in similar tasks.

Students MUST also adhere to the following conditions relating to assessment tasks:

* **Students must attend all classes on the day an assessment task is due.**
* **Students are not permitted to turn up late because they have been working on a task**.
* **Students can be asked to produce a doctor’s certificate *if they are absent the day before* a task is due**.

(Relevant documentation will be required to support reason for lateness to school.)

* Tasks must be submitted at the time designated in the assessment guidelines.
* All tasks must be submitted regardless of the penalty.
* Tasks may be emailed to the school, mailed by registered post or brought to the school by a third party. It is the student’s responsibility to ensure that the school has received the task by the due date.
* Failure to follow the procedure outlined above may result in a zero mark for the task.

## **Deadlines and Extensions**

In general, extensions of time are n*ot given* for Assessment Tasks, except in extraordinary circumstances. Any request for extension must be made prior to the task being due by completing an Illness / Misadventure form. These forms can be found at the Student Services area of the front office. The form must be returned to the Assistant Principal – Learning and Teaching. Students will be informed in writing of the deadlines for all assessment tasks and under normal circumstances extensions will not be granted. In exceptional cases the provisions in Illness/ Misadventure will apply.

**Procedure If A Student AnticipatesMissing An Assessment Task, Or Is Not Able To Hand In A Task On Time.**

If a student anticipates being away for any reason for any assessment task, they should discuss the matter with the teacher and the Leader of Learning KLA as early as possible. This includes tasks that occur at school on a given day and assignments that are handed in on a given day. If the Leader of Learning KLA deems that the circumstances are sufficient consideration will be given to set a task on an earlier, alternate date. In unusual circumstances the Assistant Principal – Learning and Teaching may consider an extension to the date.

## **Invalid or Unreliable Tasks**

Should a task fail to discriminate or prove to be unreliable, the College retains the right to readminister that task in another form. Students will be given fair warning in writing of any changes.

## **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

* copying someone else's work in part or in whole, and presenting it as their own
* using material directly from books, journals, CDs or the internet without reference to the source
* building on the ideas of another person without reference to the source
* buying, stealing or borrowing another person's work and presenting it as their own
* submitting work to which another person such as a parent, coach or subject expert has contributed substantially
* using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
* paying someone to write or prepare material
* breaching school examination rules
* using non-approved aides during an assessment task
* contriving false explanations to explain work not handed in by the due date
* assisting another student to engage in malpractice.

In instances where a student is shown to have gained an unfair advantage a zero mark will be given. If a student assists another student to gain an unfair advantage, each student will receive zero for that Assessment Task.

**In cases of ‘proven malpractice’ the College is required to enter information of the case of malpractice on the BOSTES ‘Malpractice Register’.**

In the case of suspected plagiarism, students will be required to ***provide evidence*** that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

• providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

• answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

## **Non-Completion of Assessment Tasks**

To receive the Higher School Certificate each student must demonstrate satisfactory attendance, participation, effort and achievement. This includes the submission of Assessment Tasks in all subject areas, and attendance at school on days where Assessment Tasks are to be done in-class.

If a student fails to submit an Assessment Task at the time specified, she or he may receive zero for that task. Late work will not be accepted or assessed, except when an extension has been approved as outlined above.

Parents will also receive an ‘N Grade warning’ letter, so that the problem can be rectified before the next Assessment Task is due.

Students, who subsequently submit a serious attempt at an assessment task, even though they will receive a zero mark, will be deemed as having satisfied that part of the assessment program.

Failure to submit more than 50% of the assessment tasks in any course may result in being ineligible for the HSC in that course.

**Exceptions** **are for the following circumstances only**.

1. *An illness for which a Doctor’s Certificate is supplied, the school having been informed of the reason for the absence on the day.*
2. *Unforeseen circumstances at the Principal’s discretion.*

## **How your Final Assessment Mark is Determined**

Each time you complete and submit an assessment task it will be marked and, under normal circumstances, returned to you with some information or feedback on your performance. The marks will be submitted by your teacher to:

1. the Leader of Learning KLA and
2. the Central Mark Register

Once they are entered onto the Central Mark Register, all marks are given the percentage weighting allocated to the task. At the end of the Assessment period, these marks are added in accordance with task weighting and your ranking is based on the aggregate mark. As each task in each course does not have exactly the same average mark and standard deviation, it is not possible to simply add up the marks and directly compare them to those of another student.

You may ask for your rank after the HSC Examinations are completed and if you feel that your rank is incorrect, you may ask for a review.

## **Appeals And Disputes Regarding Assessment**

The Leader of Learning KLA, under the guidance of the Assistant Principal – Learning and Teaching, manage assessment. The determination of marks to be awarded in each assessment task will be under the discretion of these coordinators.

The Leaders of Learning KLA will complete the formulation of assessment ranking information for the provision to the Board of Studies.

Students may appeal an assessment mark or ranking. Where disputes arise, questions of interpretation or practice will be determined by the Assessment Committee once a formal appeal has been lodged. **Students can find the Application for Assessment Appeal at the Student Services area in the front office.** The membership of this committee will be the Assistant Principal - Learning and Teaching, the Leader of Learning – KLA and the Leader of Learning - Pastoral. The formal appeal must be directed to the respective Leader of Learning KLA *within twenty- four (24) hours of the return of the assessment task.*

For HSC candidates, at the time of the announcement of the Rank Order at the conclusion of Year 12, students have the right of appeal if they believe that their rank is anomalous. Such appeals can only relate to the accuracy of the college’s records and the appropriateness of its procedures. Appeals should be directed in writing within twenty four (24) hours to the College Principal who will convene the Appeal Committee. This committee will comprise the Assessment Committee plus the College Principal. The student and/or the student’s parents/caregivers will have the right to speak to the Appeals Committee. Should the student not be satisfied with the ruling of the Appeal Committee, he or she has the right to appeal to the Board of Studies within the timeframe published annually by the Board.

## **Summary – Assessment Appeal Procedures**

|  |
| --- |
| Q. Can I make an appeal against an assessment mark or rank?  A. Yes, within 24 hours of the return of the assessment task.  For HSC marks the timeframe is two weeks. |

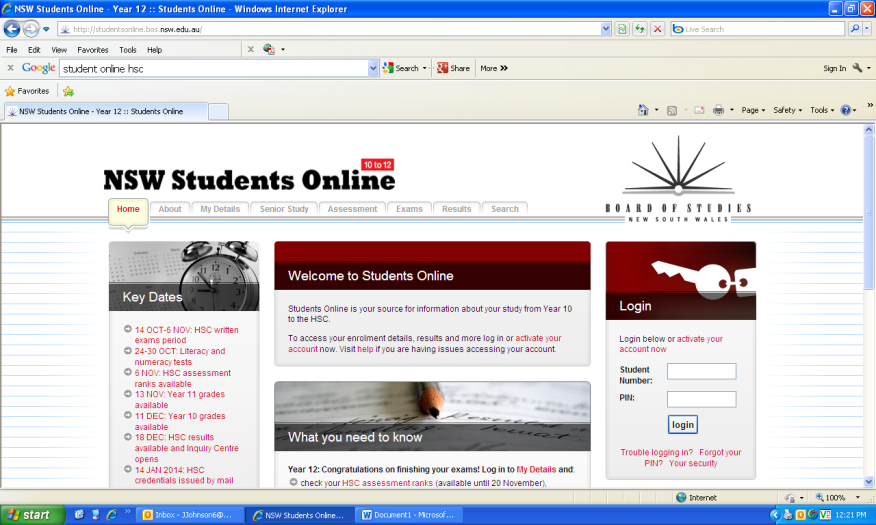
|  |
| --- |
| Q. How do I make the appeal?  A. Go to the Student Services area of the front office and collect a form – “Application  For Assessment Appeal” see Appendix 2 at the back of this booklet  Fill it in and return it to the Assistant Principal |

|  |
| --- |
| Q. How will the appeal be dealt with?  A. The Appeals Panel will consider your application and you will be informed of the outcome in writing? |

|  |
| --- |
| Q. What if I am unsatisfied with the appeal outcome?  A. You may appeal to the Board of Studies. |

## **How to activate your Board of Studies account online**

**Go to** [**http://studentsonline.bos.nsw.edu.au/**](http://studentsonline.bos.nsw.edu.au/)

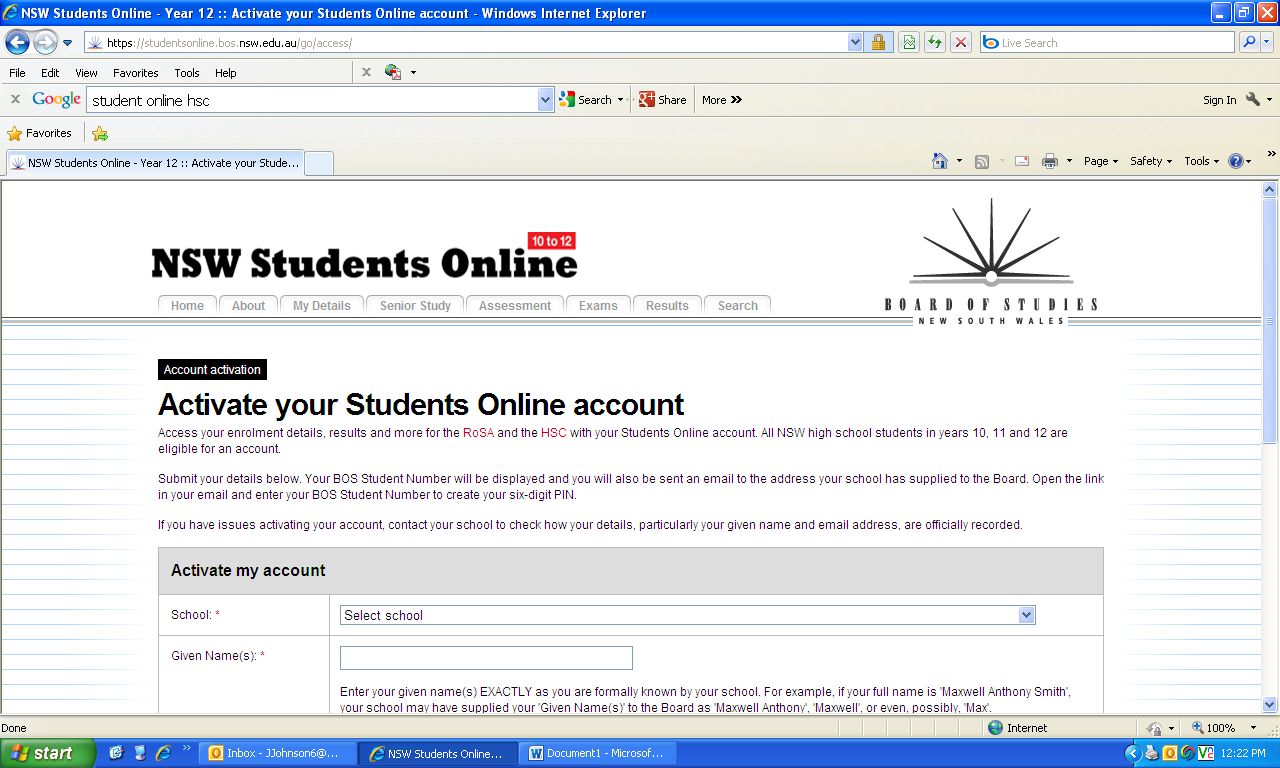


*Go to Activate*

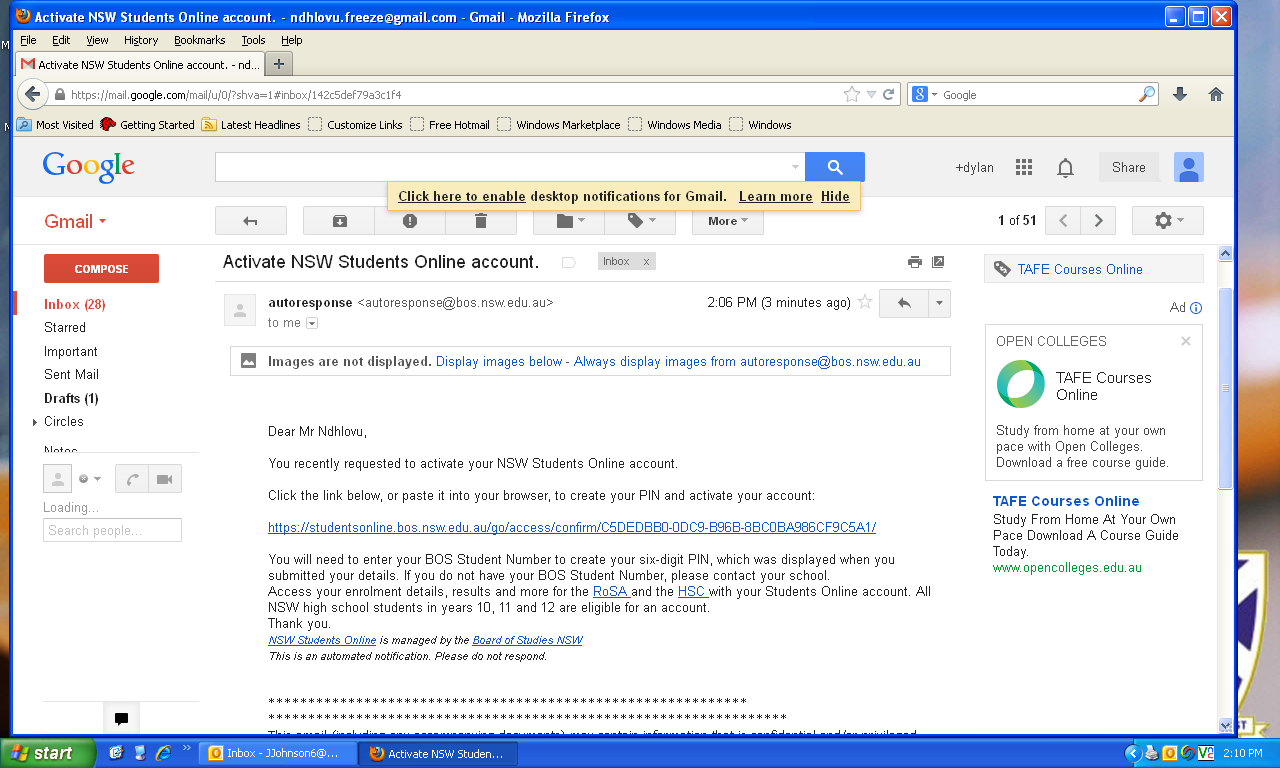
*Your account in red under login*

*When you select the School you need to select St Andrews College, Marayong* ***Not*** *Breakfast Road*

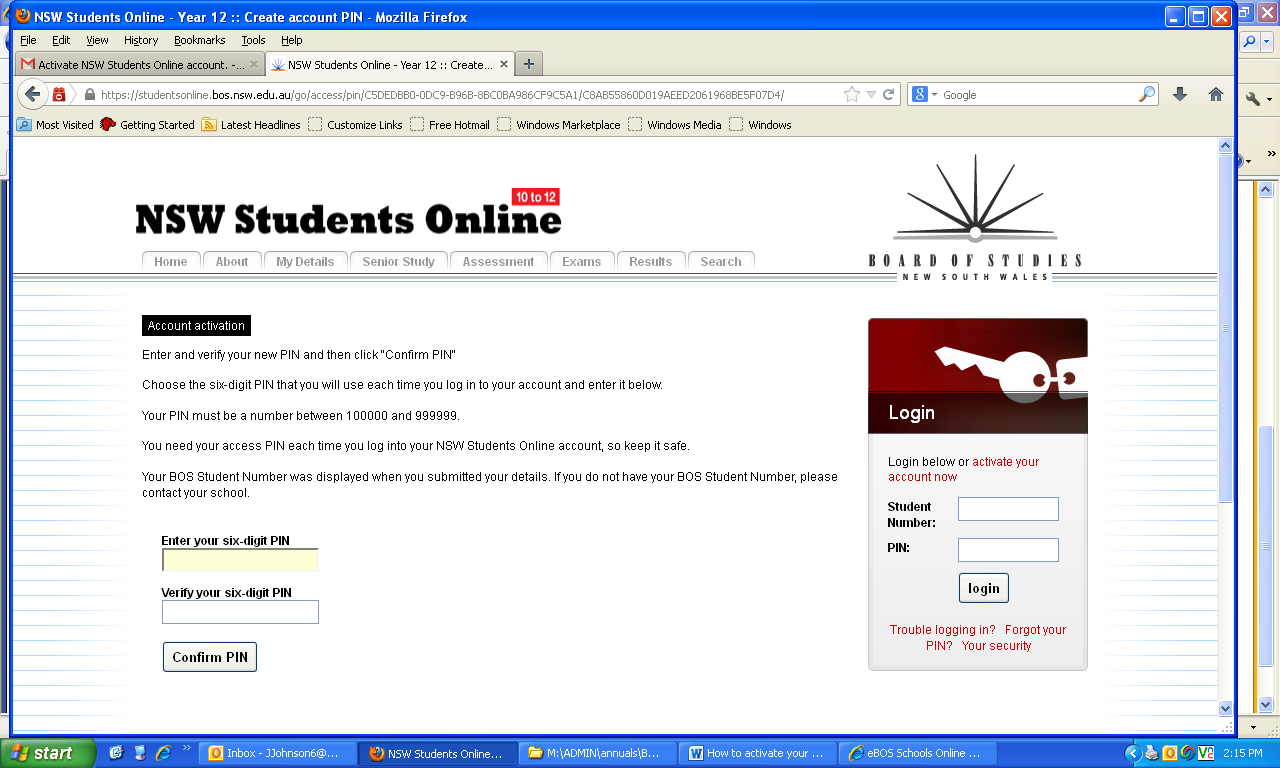
*Then proceed to answer all questions and submit. Your BOS# will appear write it down you will need it*



**Once you have done this you will be asked to go to your email you have registered at your school. (Your school email – if you have problems accessing your school email, please contact ICT for help through Drews Learning)**



*Click the link provided in the email*



*Enter your pin & confirm.*

*The next screen will confirm your account is activated.*

Your Board of Studies account is now activated and ready to use please ensure you keep all these details and your email account register and active as you will use students online more and more leading up to you HSC.

Should you need to change your email or have any concerns regarding your Board of Studies account please contact Mrs Johnson at the Junior Campus office.

# ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2017 HSC year are **Business Services, Construction, Entertainment and Hospitality**. These courses deliver **dual qualifications** for the **Higher School Certificate** (HSC) and for the **Australian Qualifications Framework** (AQF) and as a result, each has dual assessment systems. The first is standards-referenced assessment (HSC) and the second is competency-based assessment (AQF).

### Standards Referenced Assessment

The marking of the HSC examination is **standards referenced** as is the marking of the practice HSC exam in Term 3. This internal exam provides students with an opportunity to practise their exam technique in the lead up to the HSC exam. The **Trial Exam** mark is also sent to BOSTES as the ‘**HSC Estimate Mark**.’ This mark will only be used by BOSTES if a student makes an Illness or Misadventure Appeal to BOSTES for the HSC examination.

# **a** schedule **of internal standards referenced assessment tasks and examinations, is set out below for 2017:**

|  |  |  |
| --- | --- | --- |
| **Course** | All VET courses | All VET courses |
| **Task** | **Task 1** | **Task 2** |
| **Name** | Half-Yearly Exam | Trial Exam |
| **Date** | Term 1  Week 6 and 7 | Term 3  Week 3 and 4 |
| **Units Assessed** | Only units assessed in the HSC examination are examinable in the Trial HSC exam. Ensure you look at the syllabus and talk to your teacher for a list of these units. | Only units assessed in the HSC examination are examinable in the Trial HSC exam. Ensure you look at the syllabus and talk to your teacher for a list of these units. |
| **Weighting for Reports** | 100%  Semester 1 | 100%  Semester 2 |

First place in course is based on performance in the Half Yearly Exam, Trial Exam and overall competency achievement and application.

The **HSC Examination is optional**, however students must complete the **HSC Examination Withdrawal Form** and give it to their teacher. Only one VET Framework course can contribute to the calculation of the ATAR.

**Entertainment Units for the Trial Exam**

All of the examinable/compulsory units of competency listed on page 29 of the Entertainment Part A Syllabus

Competency-Based Assessment

VET courses are **competency-based.** This means that a student’s **performance** is **judged against a prescribed standard** contained in each unit of competency, not against the performance of other students. **Students in VET courses must assume that they are being constantly assessed in both formal and informal contexts.** **VET subjects are assessed on a continuous basis, even informally through observation over a period of time.**

During the two-year course the teacher will gather information and make judgments about a student’s achievement. When a task, assignment, test or practical is administered the student will be judged as either **competent** or **not yet competent**. This judgment is made on the basis of a range of evidence, which may be in a variety of forms. The forms may include: assignments, simulated work environments, portfolios of evidence, observation, questioning and practical tasks. Student’s can expect to be instructed over a period of time and then assessed using a variety of different methods.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that a number of elements of competency or even several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. Any student that is **deemed not yet competent** in a task needs to undertake an **additional form of assessment** to demonstrate competence, otherwise they will not complete all the qualifications for their competency task. Students are given additional opportunities to demonstrate competence.

**REMEMBER:** In competency based assessments you are either *competent* or *not yet competent*. Students in need of further training can ask to be re-assessed but such re-assessment must consider deadlines for internal and external reporting.

A schedule of assessment tasks follows. The tasks, outcomes and the timing of these may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence through the module. Additional tasks may also be undertaken depending on the units and elements of competency. As a result, this assessment schedule should only be used as a guide.

Business Services Competency Assessment Plan Year 12 2017

BSB20115 Certificate II in Business

|  |  |  |
| --- | --- | --- |
| Module | **Unit (s)** | **Assessment** |
| Module 4 – Work Place Information | BSBINM201 Process and maintain workplace information  BSBWOR202 Organise and complete daily work activities | Term 4 2016 – Week 8   * portfolio * observation * questions |
| Module 5 – Sustainable Innovations | BSBINN201 Contribute to workplace innovation  BSBSUS201 Participate in environmentally sustainable work practices | Term 1 2017 – Week 10   * portfolio * observation * questions |
| Module 6 – Records Management | BSBFIA301 Maintain financial records  BSBITU202 Create and use spreadsheets  BSBINM202 Handle mail | Term 2 2017 – Week 10   * portfolio * observation * questions |
| Module 7 – Customer Service | BSBCUS201 Deliver a service to customers  BSBIND201 Work effectively in a business environment | Term 3 2017 – Week 5   * portfolio * observation * questions |

Construction Competency Assessment Plan Year 12 2017

CPC20211 Certificate II in Construction Pathways

|  |  |  |  |
| --- | --- | --- | --- |
| Module | **Unit (s)** | | **Assessment** |
| Module 3  All Framed Up | | CPCCCM2001A Read and interpret plans and specifications  CPCCCM1012A Work effectively & sustainably in the construction industry | Term 4 2016 – Week 3   * Portfolio * Questioning * Observation |
| Module 4 Concrete Shoes | | CPCCCA2003A Erect and dismantle formwork for footings & slabs on ground  CPCCCO2013A Carry out concreting to simple forms  CPCCCM2006B Apply basic levelling procedures | Term 1 2017 – Week 6   * Portfolio * Questioning * Observation |
| Module 5 School-Based Project | | CPCCCM2005B Use construction tools and equipment  CPCCCM1013A Plan and organise work  CPCCCM2004A Handle construction materials | Term 4 2017 – Week 5   * Portfolio * Questioning * Observation |

Entertainment Competency Assessment Plan Year 12 2017

**Statement of Attainment towards CUA30415 Certificate III in Live Production and Services**

|  |  |  |
| --- | --- | --- |
|  | **Unit (s)** | **Assessment** |
| Module 2 – Bright Lights | CUAIND301 Work effectively in the creative arts industry  SITXCCS303 Provide service to customers  CUALGT301 Operate basic lighting  CUALGT304 Install and operate follow spots | Term 4 2016 – Week 7   * Observation * Structured Activities * Questions |
| Module 3 –  Curtain Call | CUAVSS302 Operate vision systems  CUASTA202 Assist with bump in and bump out of shows  CUAPPR304 Participate in collaborative creative projects  CUASTA301 Assist with production operations for live performances  CUASTA303 Operate staging elements | Term 3 2017 – Week 2   * Observation * Structured Activities * Questions |

Hospitality Competency Assessment Plan Year 12 2017

SIT20213 Certificate II in Hospitality

|  |  |  |
| --- | --- | --- |
| Module | **Unit (s)** | **Assessment** |
| Module 3  Café Operations | SITXCCS202 Interact with customers  SITHFAB206 Serve food and beverage  SITHFAB203 Prepare and serve non-alcoholic beverages  SITHFAB204 Prepare and serve espresso coffee  SITHIND202 Use hospitality skills effectively | Term 1 2017 – Week 10   * Observation * Questioning * Portfolio |
| Module 4 Industry Facts | SITHIND201 Source and use information on the hospitality industry  BSBWOR203B Work effectively with others  SITXCOM201 Show social and cultural sensitivity  BSBSUS201A Participate in environmentally sustainable work practices | Terms 2 2017 – Week 10   * Observation * Questioning * Portfolio |

### Work Placement

* Work placement is mandatory and allows students to apply the theory and practical skills learnt in class. Some competencies will also be assessed in the workplace.
* **Students will be going out on their first work placement during Term 1 2017/early Term 2 2017. Students wishing to self-source for 2017 must discuss this with their teacher and the Leader of Learning VET and submit documentation by the end of Week 5, Term 4 2016.**
* Failure to complete the work placement component of their VET course will result in the student receiving an ‘N’ (unsatisfactory) award for that subject. Students must complete a minimum of 70 hours of workplacement over the two years, otherwise they will not receive their HSC.
* Wherever possible their VET teacher will visit them and speak with their employer at some stage during their placement, as part of the work placement assessment.
* Being on work placement is not an excuse for missing or being late to hand in a ‘take home’ assessment task. Work placement dates are known well in advance, students need to ensure they have made any necessary arrangements. Students must make alternative arrangements with their teacher if any ‘in class’ assessment activities occur whilst they are on work placement. Students must also catch-up on all work missed in their other classes.
* Students must complete and submit all paperwork regarding work placement ON TIME to confirm their place and avoid losing the placement to another student or school.
* Students can use their current casual employment for work placement if it is directly related to the subject. An ‘Application for Recognition of Prior Learning’ must be obtained from their VET teacher and completed by the student and their employer. The Leader of Learning VET will assess the application and students will be informed as to the success of their application.
* Absences from work placement **MUST** be reported to the employer, the Leader of Learning VET **and** to the school. In the case of illness a medical certificate must be produced upon returning to school and any hours lost in the workplace will be made up at another time.
* Students must return their completed **Work Placement Journal** on their **first day of return to school**. Failure to return the report will place your **HSC in jeopardy** as it is proof as to how many hours were completed.

### Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

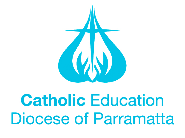
1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning VET (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
6. A revised assessment by the teacher;

(b) A new assessment task for ***part*** of the disputed task; or

(c) A ***full*** assessment task to be completed in place of the disputed task.

6. If you are still dissatisfied, you will need to speak to the Head of Curriculum.

A form for VET Assessment Appeal Submission is provided on the next page.**Catholic Education Diocese of Parramatta**

**VET Assessment Appeal Submission**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please identify in the table below the units of competency that are the subject of the assessment appeal.

|  |  |  |
| --- | --- | --- |
| **Unit Code(s)** | **Unit of Competency Title(s)** | Date Assessed |
|  |  |  |
|  |  |  |
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**Assessor’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

**Grounds for appeal:**

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outcome of appeal:**

Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(To be filed with the class assessment record.)

***Office Use Only:***

###### Date Received:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Received By:\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### Date Reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Decision: Upheld Rejected

**Catholic Studies HSC 2016/17**

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| **Syllabus**  **Component** | **Task 1**  Spiritual Pathways | **Task 2**  Living Texts | **Task 3**  Christian Vocation | **Syllabus**  **Weighting** |
|  | Research Report | Research task | Personal response |  |
|  | Term 4 2016  Week 9 | Term 1 2017  Week 9 | Term 2 2017  Week 9 |  |
|  | C6.7, C6.9, C6.10, C6.11, C6.12 | C6.3, C6.9, C6.10, C6.11, C6.12 | C6.4, C6.9, C6.10, C6.11, C6.12 |  |
| Knowledge skills | 4 | 4 | 7 | 15 |
| Source skills | 2 | 2 | 6 | 10 |
| Investigation skills | 5 | 5 |  | 10 |
| Communication skills | 4 | 4 | 7 | 15 |
| **Cumulative Weighting** | 15 | 15 | 20 | **50** |

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| **HSC SOR 1 Unit 2016/17** |

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|  | **Task 1** | **Task 2** | **Task 3** | **Syllabus Weighting** |
| **Task Name** | Nature of Religion | Research Task  Judaism | All Topics  Examination |  |
| **Task Type** | Oral | Essay |  |  |
| **Due Date** | Week 8  Term 4 | Week 5  Term 2 | Week 3  Term 3 |  |
| **Outcomes Assessed** | H2, H3, H5, H8, H9 | H1,H2, H4, H5, H6, H7, H8, | H1,H2, H4, H5, H6, H7, H8, H9 |  |
| **Knowledge skills** | 6 | 6 | 8 | **20** |
| **Source skills** |  | 6 | 4 | **10** |
| **Inquiry skills** | 3 | 3 | 4 | **10** |
| **Communication skills** | 6 |  | 4 | **10** |
| **Cumulative Weighting** | **15** | **15** | **20** | **50** |

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| **STUDIES OF RELIGION – 2 UNIT HSC**  **Assessment Task Schedule 2016/17** |

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|  | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Syllabus Weighting |
| Task Name | Nature of Religion | Research Task  Judaism | Research Task  Christianity | Religion and Peace  Research Task | All Topics  Examination |  |
| Task Type | Oral | Essay | Structured Response | Essay |  |  |
| Due Date | Week 8  Term 4 | Week 4  Term 1 | Week 2  Term 2 | Week 10  Term 2 | Week 3  Term 3 |  |
| Outcomes Assessed | H2 H3 H5 H8 H9 | H1 H2 H4 H5 H6 H7 H8 H9 | H1 H2 H4 H5 H6 H7 H8 H9 | H1 H2 H5 H6 H7 H8 | H1 H2 H4 H5 H6 H7 H8 H9 |  |
| Knowledge skills | 7 | 7 | 7 | 7 | 12 | 40 |
| Source skills |  | 6 | 9 |  | 5 | 20 |
| Investigation skills |  | 4 |  | 5 | 11 | 20 |
| Communication skills | 8 |  |  |  | 12 | 20 |
| **Cumulative Weighting** | 15 | 17 | 16 | 12 | 40 | 100 |

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| **HSC 2017 ENGLISH STUDIES** | | | | | |
|  | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Syllabus**  **Weighting** |
|  | Module 1 | Module 2 | Module 3 | Module 4 |  |
|  | Term 4  Week 8 | Term 1  Week 9 | Term 2  Week 8 | Term 3  Week 6 |  |
| **Outcomes** | H1.1 H1.2 H1.3 H1.4  H2.1 H2.2 H2.3  H3.1 H3.2  H4.1 H4.2 | H1.1 H1.2 H1.3 H1.4  H2.1 H2.2 H2.3  H3.1 H3.2  H4.1 H4.2 | H1.1 H1.2 H1.3 H1.4  H2.1 H2.2 H2.3  H3.1 H3.2  H4.1 H4.2 | H1.1 H1.2 H1.3 H1.4  H2.1 H2.2 H2.3  H3.1 H3.2  H4.1 H4.2 |  |
| **Knowledge** | 5 | 10 | 10 | 5 | **30** |
| **Receptive Skills** | 10 | 5 | 5 | 10 | **30** |
| **Productive Skills** | 10 | 5 | 5 | 5 | **25** |
| **Planning Skills** |  | 5 | 5 | 5 | **15** |
| **Cumulative Weighting** | **25** | **25** | **25** | **25** | **100** |

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| **HSC 2017 ENGLISH STANDARD** | | | | | | |
|  | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Syllabus**  **Weighting** |
|  | Area of Study  Oral Task | Area of study and *Shoe-Horn Sonata*  Examination AOS &  Module 1  pre-released essay | **Module 2**  **Poetry**  Written Task | **Module 3**  ***The Story of Tom Brennan***  Written Task | Trial Examination |  |
|  | Term 4  Week 8 | Term 1  Week 7/8 | Term 2  Week 4 | Term 2  Week 9 | Term 3  Week 3/4 |  |
| **Outcomes** | H2,4,5,  6,7,8,10,12,13 | H1,2,3,4,5,  6,7,8,10,11 | H3,4,6,7,8 | H1,3,4,6,7,10,12,13 | 1,2,3,4,5,  6,7,8,10,11 |  |
| **Listening** | 5 | 5 | 5 |  |  | **15** |
| **Speaking** | 15 |  |  |  |  | **15** |
| **Reading** |  | 5 | 5 | 5 | 10 | **25** |
| **Writing** |  | 5 | 5 | 10 | 10 | **30** |
| **Viewing & Representing** |  | 15 |  |  |  | **15** |
| **Cumulative Weighting** | **20** | **30** | **15** | **15** | **20** | **100** |

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| **HSC 2017 ENGLISH ADVANCED** | | | | | | |
|  | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Syllabus**  **Weighting** |
|  | Area of Study  Oral Task | Area of study and *1984/Metropolis*  Examination AOS &  Module 1  pre-released essay | **Module 2**  **Poetry**  Written Task | **Module 3**  ***The Art of Travel***  Written Task | Trial Examination |  |
|  | Term 4  Week 8 | Term 1  Week 7/8 | Term 2  Week 4 | Term 2  Week 9 | Term 3  Week 3/4 |  |
| **Outcomes** | H4,6,7,8,10,  12,13 | H1,2,3,6,7,8,9,11  H1,2,2A,5,6,10 | H1,3,4,6,7,10,12,  12A,13 | H1,4,7 | H1,2,3,4,5,  6,7,8,10,11 |  |
| **Listening** | 5 | 5 | 5 |  |  | **15** |
| **Speaking** | 15 |  |  |  |  | **15** |
| **Reading** |  | 5 | 5 | 5 | 10 | **25** |
| **Writing** |  | 5 | 5 | 10 | 10 | **30** |
| **Viewing & Representing** |  | 15 |  |  |  | **15** |
| **Cumulative Weighting** | **20** | **30** | **15** | **15** | **20** | **100** |

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| **HSC 2017 ENGLISH EXTENSION I** | | | | |
| **Component** | Task 1 | Task 2 | Task 3 | **Component Weighting** |
|  | Extended Response | Research & Oral Presentation | Trial HSC Examination |  |
|  | Term 1  Week 4 | Term 2  Week 5 | Term 3  Week 3/4 |  |
| **Outcomes** | 1, 2, 3, 4 | 1, 2, 3, 4 | 1, 2, 3, 4 |  |
| **Knowledge and understanding**  **of complex texts**  **and of how and why they are valued.** | 5 | 10 | 10 | **25** |
| **Skills in**  **Complex Analysis,**  **Sustained Composition**  **& Independent Investigation** | 10 | 10 | 5 | **25** |
| **Cumulative Weighting** | **15** | **20** | **15** | **50** |

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| **HSC 2017 ENGLISH EXTENSION II** | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Component Weighting** |
|  | Viva Voce | **Report** | Major Work Draft Version |  |
|  | Term 4  Week 9 | Term 1  Week 10 | Term 2  Week 9 |  |
| **Outcomes** | 1, 2 | 1, 2 | 1, 2 |  |
| **Skills in**  **Extensive Independent Investigation** | 5 | 10 | 10 | **25** |
| **Skills in Sustained Composition** | 5 | 5 | 15 | **25** |
| **Cumulative Weighting** | **10** | **15** | **25** | **50** |

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| 2017 HSC MATHEMATICS GENERAL 1 | | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 |  | Syllabus Weighting |
|  | **Open Book Test** | **Practical Examination** | **Research Task** | **Trial HSC Examination** |  |  |
|  | In Class Task | Practical | Focus Study Assignment | Examination |  |  |
|  | Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 10 | Term 3  Week 3/4 |  |  |
| Outcomes | MGP1, MGP2, MGP3, MGP6, MGP9, MGP10, MG1H1, MG1H2, MG1H3, MG1H9, MG1H10 | MG1H4, MG1H5, MG1H10 | MG1H1, MG1H2, MG1H3, MG1H4, MG1H5, MG1H6, MG1H9, MG1H10 | MG1H1, MG1H2, MG1H3, MG1H4, MG1H5, MG1H6, MG1H7, MG1H8, MG1H9, MG1H10 |  |  |
| Concepts, Skills and Techniques | 10 | 12.5 | 15 | 12.5 |  | **50** |
| Reasoning and Communication | 10 | 12.5 | 15 | 12.5 |  | **50** |
| **Cumulative Weighting** | **20** | **25** | **30** | **25** |  | **100** |

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| 2017 HSC MATHEMATICS GENERAL 2 | | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 |  | Syllabus Weighting |
|  | **Open Book Test** | **Mid Course Examination** | **Research Task** | **Trial HSC Examination** |  |  |
|  | In Class Task | Examination | Research Assignment | Examination |  |  |
|  | Term 4  Week 9 | Term1  Week 7/8 | Term 2  Week 9 | Term 3  Week 3/4 |  |  |
| Outcomes | MGP1, MGP2, MGP3, MGP6, MGP8, MGP9, MGP10, MG2H1, MG2H3, MG2H6, MG2H9, MG2H10 | MGP1, MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10, MG2H1, MG2H3, MG2H4,MG2H5, MG2H6, MG2H9, MG2H10 | MG2H1, MG2H2, MG2H7, MG2H9, MG2H10 | MGP1, MGP2, MGP3, MGP4, MGP5, MGP6, MGP7, MGP8, MGP9, MGP10, MG2H1, MG2H2, MG2H3, MG2H4, MG2H5, MG2H6, MG2H7, MG2H8, MG2H9, MG2H10 |  |  |
| Concepts, Skills and Techniques | 10 | 15 | 10 | 15 |  | **50** |
| Reasoning and Communication | 10 | 15 | 10 | 15 |  | **50** |
| **Cumulative Weighting** | **20** | **30** | **20** | **30** |  | **100** |

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| 2017 HSC MATHEMATICS | | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 |  | Syllabus Weighting |
|  | **Open Book Test** | **Mid Course Examination** | **Research Task** | **Trial HSC Examination** |  |  |
|  | In Class Task | Examination | Assignment | Examination |  |  |
|  | Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 9 | Term 3  Week 3/4 |  |  |
|  | P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H4, H5, H9 | P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H4, H5, H6, H7, H8, H9 | H1, H2, H3, H4, H5, H6, H8, H9 | P1, P2, P3, P4, P5, P6, P7, P8, H1, H2, H3, H4, H5, H6, H7, H8, H9 |  |  |
| Concepts, Skills and Techniques | 10 | 15 | 10 | 15 |  | **50** |
| Reasoning and Communication | 10 | 15 | 10 | 15 |  | **50** |
| **Cumulative Weighting** | **20** | **30** | **20** | **30** |  | **100** |

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| 2017 HSC MATHEMATICS EXTENSION I | | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 |  | Syllabus Weighting |
|  | **Open Book Test** | **Mid Course Examination** | **Research Task** | **Trial HSC Examination** |  |  |
|  | In Class Task | Examination | Assignment and Presentation | Examination |  |  |
|  | Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 10 | Term 3  Week 3/4 |  |  |
|  | P1, P2, P4, PE1, PE2, PE3, PE6,  H1, H2, H4, H5, H6, H7, H9, HE2 | PE1, PE2, PE3, PE4, PE5, PE6, HE1, HE2, HE6, HE7 | HE1, HE2, HE3, HE5, HE7 | PE1, PE2, PE3, PE4, PE5, PE6, HE1, HE2, HE3, HE4, HE5, HE6, HE7 |  |  |
| Concepts, Skills and Techniques | 5 (10) | 7.5 (15) | 5 (10) | 7.5 (15) |  | **25 (50)** |
| Reasoning and Communication | 5 (10) | 7.5 (15) | 5 (10) | 7.5 (15) |  | **25 (50)** |
| **Cumulative Weighting** | **10 (20)** | **15 (30)** | **10 (20)** | **15 (30)** |  | **50 (100)** |

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| 2017 HSC MATHEMATICS EXTENSION II | | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 |  | Syllabus Weighting |
|  | **Open Book Test** | **Mid Course Examination** | **Oral Presentation** | **Trial HSC Examination** |  |  |
|  | In Class Task | Examination | Presentation | Examination |  |  |
|  | Term 4  Week 10 | Term 1  Week 7/8 | Term 2  Week 8 | Term 3  Week 3/4 |  |  |
|  | E1, E2, E3, E4, E9 | E1, E2, E3,  E4, E6, E9 | E1, E2, E7, E9 | E1, E2, E3, E4, E5, E6, E7, E8, E9 |  |  |
| Concepts, Skills and Techniques | 10 | 15 | 10 | 15 |  | **50** |
| Reasoning and Communication | 10 | 15 | 10 | 15 |  | **50** |
| **Cumulative Weighting** | **20** | **30** | **20** | **30** |  | **100** |

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| **HSC 2017 BIOLOGY** | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus  Weighting |
|  | Research Task  First-hand & Second-hand Investigation | Mid-Course Examination  Examination | Practical Examination  First-hand Investigation | HSC Trial Examination  Examination |  |
|  | Week 7  Term 4 | Weeks 7-8  Term 1 | Weeks 5-6  Term 2 | Weeks 3-4  Term 3 |  |
| Outcomes | H3 H4 H5 H9 H11 H12 H13 H14 H15 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 | H11 H12 H13 H14 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 |  |
| Knowledge and understanding | 10 | 10 |  | 20 | 40 |
| First-hand & Second-hand Investigation | 10 |  | 20 |  | 30 |
| Scientific skills | 5 | 10 | 5 | 10 | 30 |
| **Cumulative Weighting** | 25 | 20 | 25 | 30 | 100 |

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| **HSC 2017 Chemistry** | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus  Weighting |
|  | Secondary Sources Investigation  Second-hand Investigation | Mid-Course Examination  Examination | Performing and reporting a first-hand investigation  First-hand Investigation | HSC Trial Examination  Examination |  |
|  | Week 9  Term 4 | Weeks 7-8  Term 1 | Week 7  Term 2 | Weeks 3-4  Term 3 |  |
|  | H3 H4 H5 H9 H12 H13 H14 H15 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 | H11 H12 H13 H14 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 |  |
| Knowledge and understanding | 5 | 10 | 5 | 20 | 40 |
| First-hand & Second-hand Investigation | 15 |  | 15 |  | 30 |
| Scientific skills | 5 | 5 | 10 | 10 | 30 |
| **Cumulative Weighting** | 25 | 15 | 30 | 30 | 100 |

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| **HSC 2017 PHYSICS** |

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|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus  Weighting |
|  | Practical Research  First-hand & Second-hand Investigation | Mid-Course Examination  Examination | HSC Trial Examination  Examination | Practical Examination  First-hand Investigation |  |
|  | Week 2  Term 1 | Weeks 7-8  Term 1 | Weeks 3-4  Term 3 | Weeks 5  Term 3 |  |
| Outcomes | H1 H2 H3 H4 H6 H7 H8 H11 H12 H13 H14 H15 | H1 H2 H3 H4 H6 H7 H9 H10 H13 H14 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 | H3 H5 H12 H13 H14 H15 |  |
| Knowledge and understanding | 10 | 9 | 15 | 6 | 40 |
| First-hand & Second-hand Investigation | 15 |  | 5 | 10 | 30 |
| Scientific skills | 5 | 1 | 10 | 14 | 30 |
| **Cumulative Weighting** | 30 | 10 | 30 | 30 | 100 |

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| **HSC 2017 SENIOR SCIENCE** | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus  Weighting |
|  | Research Task  First-hand & Second-hand Investigation | Mid-Course Examination  Examination | Practical Examination  First-hand Investigation | HSC Trial Examination  Examination |  |
|  | Week 9  Term 4 | Weeks 7-8  Term 1 | Weeks 5-6  Term 2 | Weeks 3-4  Term 3 |  |
| Outcomes | H3 H4 H5 H9 H11 H12 H13 H14 H15 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 | H11 H12 H13 H14 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 H14 H15 |  |
| Knowledge and understanding | 10 | 10 |  | 20 | 40 |
| First-hand & Second-hand Investigation | 10 |  | 20 |  | 30 |
| Scientific skills | 5 | 10 | 5 | 10 | 30 |
| **Cumulative Weighting** | 25 | 20 | 25 | 30 | 100 |

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| **2017 HSC ANCIENT HISTORY** | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Component**  **Weighting** |
| **Outcomes** | Spartan Society  Source Analysis | Cities of Vesuvius  Glossary of Terms and Concepts | Greece 500 -440 BC  Research and Oral Presentation | CSSA Trial Examination  All topics |  |
| Submitted task | Submitted & in-class task | Submitted & in-class task | In school task |
| Term 4 Week 7 | Term 1 Week 5 | Term 2 Week 7 | Term 3 Week 3/4 |
| H1.1, H3.1, H3.6, H4.1, H4.2 | H1.1, H3.2, H3.4, H4.1, H4.2 | H1.1, H3.2, H3.6,  H4.1, H4.2 | H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2 |
| Max Mark: 100 | Max Mark: 100 | Max Mark: 100 | Max Mark: 100 |
| **Knowledge and understanding of course content** | 5 |  | 10 | 25 | 40 |
| **Source-based skills** | 5 | 10 |  | 5 | 20 |
| **Historical inquiry and research** |  | 10 | 10 |  | 20 |
| **Communication of historical understandings in appropriate forms** | 5 | 5 | 10 |  | 20 |
| **Cumulative Weighting** | 15 | 25 | 30 | 30 | 100 |

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| **2017 HSC BUSINESS STUDIES** | | | | | |
| **Component**  Outcomes | **Task 1** | **Task 2** | **Task 3** | **Task 4** | Component Weighting |
| **Operations** | **Finance** | **Marketing** | **All topics** |  |
| Submitted task | In school task | Submitted task | In school task |
| Topic Test | Finance Exam | Marketing Report | Trial HSC Exams |
| Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 7 | Term 3  Weeks 3/4 |
| H2, H4, H5, H9 | H5, H8, H9, H10 | H4, H7, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |
| Max Mark 100 | Max Mark 100 | Max Mark 100 | Max Mark 100 |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | **40** |
| Stimulus based skills |  | 10 |  | 10 | **20** |
| Inquiry and research | 10 |  | 10 |  | **20** |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| Total cumulative weighting | **20** | **25** | **25** | **30** | **100** |

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| **2017 HSC ECONOMICS** | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | Component  Weighting |
|  | Global Economy | Economic Issues | Economic Policies & Management & Australia in Global Economy | CSSA Trial HSC Examination |  |
| **Outcomes** | Research hand-in  and related in-class extended response: | In-class test (objective response and short-answer questions) | Research hand-in and related in-class extended response | Examination |  |
| Submitted task | In school task | Submitted and in class task | In school task |
| Term 4 Week 9 | Term 2 Week 5 | Term 2 Week 10 | Term 3 Week 3/4 |
| H1, H2, H4, H7, H9, H10, H11, H12 | H1, H4, H7, H10, H11 | H1, H5, H6, H7, H9, H10, H12 | H1, H2, H3, H4, H6, H7, H8, H10, H11 |
|  | Max mark 100 | Max mark 100 | Max mark 100 | Max mark 100 |  |
| **Knowledge and understanding of course content** | 10 | 5 | 10 | 15 | 40 |
| **Stimulus-based skills** |  | 10 |  | 10 | 20 |
| **Inquiry and research** | 10 |  | 10 |  | 20 |
| **Communication of economic information, ideas and issues in appropriate forms** | 5 | 5 | 5 | 5 | 20 |
| **Cumulative Weighting** | 25 | 2 | 25 | 30 | 100 |

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| **2017 HSC GEOGRAPHY** | | | | | | |
| **Component** | **Task 1**  **Fieldwork** | **Task 2**  **Mid Year Examination** | **Task 3**  **Urban Research** | **Task 4**  **People & Economic Activity** | **Task 5**  **Trial Examination** | **Component Weighting** |
|  | Fieldwork  Report | Essay and skills | Research Framework and  Report | Extended  Response/Flow chart | Examination |  |
|  | Submitted task | Exam | Submitted task | In class and submitted | Exam |  |
|  | Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 3 | Term 2  Week 9 | Term 3  Week 3/4 |  |
| **Outcomes** | H1 H 2 H5 H6 H10 H11 H12 H13 | H1 H2 H5 H6 H7 H10 H11H12 H13 | H3 H7 H8 H9 H10 H12 H13 | H1 H4 H10 H11 H12 H13 | H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H11 H12 H13 |  |
|  | Max mark 100 | Max mark 100 | Max mark 100 | Max mark 100 | Max mark 100 |  |
| **Knowledge &**  **Understanding of course content** |  | 5 | 10 | 10 | 15 | **40** |
| **Geographical Skills and**  **Tools** |  | 10 |  |  | 10 | **20** |
| **Geographical inquiry –research/fieldwork** | 10 |  | 5 | 5 |  | **20** |
| **Communication of geographical ideas, information and issues in various formats** |  |  | 10 | 10 |  | **20** |
| **Cumulative Weighting** | **10** | **15** | **25** | **25** | **25** | **100** |

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| **2017 HSC HISTORY EXTENSION** | | | | |
| **Component** | **Task 2** | **Task 3** | **Component**  **Weighting** |
| **Outcomes** | History Extension  Project  Essay | CSSA Trial Examination  All topics  Examination |  |
| Submitted task | In school task |
| Term 2 Week 8 | Term 3 Week 3/4 |
| E2.1, E 2.2, E2.3 | E.1.1, E 2.2, E2.3 |
| Max Mark: 100 | Max Mark: 100 |
| **Knowledge and understanding of significant historical ideas and processes** | 0 | 10 | 10 |
| **Skills in designing, undertaking and communicating historical inquiry – the History project** | 40 | 0 | 40 |
| **Cumulative Weighting** | 40 | 10 | 50 |

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| **2017 HSC LEGAL STUDIES** | | | | | |
| **Component**  **Outcomes** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Component Weighting** |
| Core Topic I: Crime | Core Topic:  Human Rights | Option: Family | Trial HSC  Examination |  |
| Crime: Case Study | Presentation of a contemporary issue | Media file and written task | Examination |
| Submitted task | Submitted and  in-class task | Submitted | In school task |
| Term 4  Week 10 | Term 1  Week 6 | Term 2  Week 6 | Term 3  Week 3/4 |
| H3, H4, H5, H6, H7, H8, H9, H10 | H3, H4, H5, H6, H7, H8, H9, H10 | H1, H2, H4, H5, H6, H7, H8, H9 | H1, H2, H3, H4, H5, H6, H7, H9, H10. |
| Max mark 100 | Max mark 100 | Max mark 100 | Max mark 100 |
| **Knowledge and understanding of course content** | 10 | 5 | 5 | 40 | 60 |
| **Research** | 5 | 5 | 10 |  | 20 |
| **Communication** | 5 | 10 | 5 |  | 20 |
| **Cumulative Weighting** | 20 | 20 | 20 | 40 | 100 |

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| **2017 HSC MODERN HISTORY** | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | Syllabus Weighting |
|  | World  War One | National Study:  Japan 1904- 1937 | Personality:  Kita Ikki 1883-1937 | Trial HSC  Examination |  |
|  | Source Analysis | Research Essay | Oral Presentation and essay in class | Exam |  |
|  | Term 4 Week 9 | Term 2 Week 2 | Term 2 Weeks 8/9 | Term 3 Weeks 3/4 |  |
| **Outcomes** | H1.1, H3.3, H3.4, H4.1 | H1.1, H1.2, H2.1,  H4.1, H4.2 | H1.1, H1.2, H2.1, H3.3, H3.4, H4.1,  H4.2 | H1.1, H1.2, H2.1, H3.3, H3.4,  H4.1, H4.2 |  |
|  | Max Mark: 100 | Max Mark: 100 | Max Mark: 100 | Max Mark: 100 |  |
| **Knowledge and understanding of content** |  | 5 | 5 | 30 | **40** |
| **Source based skills** | 10 |  |  | 10 | **20** |
| **Historical inquiry and research** |  | 10 | 10 |  | **20** |
| **Communication of historical under-standing in appropriate forms** | 10 | 5 | 5 |  | **20** |
| **Cumulative Weighting** | 20 | 20 | 20 | 40 | **100** |

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Component Weighting** |
|  | **Social and Cultural Continuity and Change**  Research and report | **Mid Year Exam** | **Depth Study 1**  Oral task and/or short written submission | **Depth Study 2**  Research and related in-class extended response | **Trial HSC written examination** |  |
| Submitted task | In school task | Submitted and in-class task | Submitted task and in-class task | In school task |
| Term 4 Week 9 | Term 1 Week 7/8 | Term 1 Week 6 | Term 2 Week 7 | Term 3 Week 3/4 |
| H1, H2, H3, H5, H7, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 | H1, H2, H3, H5, H7, H9, H10 | H1, H2, H3, H5, H7, H9, H10 | H1, H2, H3, H4, H5, H6, H9, H10 |
| Max Mark 100 | Max Mark 100 | Max Mark 100 | Max Mark 100 | Max Mark 100 |
| Knowledge and understanding of course content | 10 | 5 | 10 | 10 | 20 | **50** |
| Application and evaluation of social and cultural research methodologies | 5 | 0 | 5 | 10 | 5 | **30** |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 5 | 0 | 5 | **20** |
| **CUMULATIVE**  **WEIGHTING** | **20** | **10** | **20** | **20** | **30** | **100** |

**2017 ASSESSMENT PLAN**

**SOCIETY & CULTURE**

**WORK STUDIES HSC 2017**

**ASSESSMENT PLAN**

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| **Syllabus Component** | **Task 1** | **Task 2** | **Syllabus Weighting** |
|  | Job Seeking:  Resume and Covering Letter  Practical | Investigating a Career:  Report  Research |  |
|  | Submitted Task | Submitted Task |  |
|  | Term 1 Week 5 – March 3 | Term 3 Week 5 - 18 August |  |
|  | Report ID 12M | Report ID 12F |  |
|  | Maximum Mark: 100 | Maximum Mark: 100 |  |
|  | Outcomes Assessed  1; 2; 3; 4; 5; 6; 7; 8 | Outcomes Assessed  1; 2; 3; 4; 5; 7 |  |
| Knowledge and Understanding | 20% | 10% | 30% |
| Skills | 40% | 30% | 70% |
| **Cumulative Weighting** | 60% | 40% | 100% |

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| **DESIGN & TECHNOLOGY 2 Unit** | | | | | | |
| **Syllabus**  **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Syllabus**  **Weighting** |
|  | **Major Design Project** Presentation | **Case Study of Innovation**  Case Study | **Mid Course Examination** | **Project Management**  Report | **Trial HSC**  **Examination** |  |
|  | Term 4  Week 4 | Term 1  Week 5 | Term 1  Week 7&8 | Term 2  Week 8 | Term 3  Week 3&4 |  |
| **Outcomes** | H4.1, H4.2, H5.1 | H2.2, H3.1,  H3.2, H6.2 | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 | H4.3, H5.2, H6.1 | H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 |  |
| **Innovation and emerging technologies** |  | 20 | 10 |  | 10 | **40** |
| **Designing and producing** | 20 |  | 10 | 20 | 10 | **60** |
| **Cumulative Weighting** | **20** | **20** | **20** | **20** | **20** | **100** |

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| **Yr 12 Engineering 2017** | | | | | |
| **Syllabus**  **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Syllabus**  **Weighting** |
| **Design, building and testing** | **Research**  **Task** | **Engineering Report** | **Trial HSC**  **Written Examination** |
|  | Test | Research Task | Engineering Report | Exam  All Topics |  |
|  | T4 W7 | T1 W6 | T2 W6 | T3 W3 |  |
| **Outcomes** | H2.1, H3.1, H5.2, H6.2 | H1.1, H3.1, H4.1, H6.1 | H2.2, H3.2, H5.1 | H1.2, H3.1, H3.3, H4.2, H4.3 |  |
| Knowledge and understanding of engineering principles and developments in technology | 10 | 15 | 10 | 15 | 50 |
| Skills in research, problem solving and communication related to engineering | 5 | 5 | 10 | 10 | 30 |
| Understanding of the scope and role of engineering including management and problem solving | 5 | 5 | 5 | 5 | 20 |
| **Cumulative Weighting** | 20 | 25 | 25 | 30 | **100** |

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| **HSC FOOD TECHNOLOGY 2017** | | | | | |
|  | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Syllabus Weighting** |
| **Task name and task Type** | **Australian Food Industry**  Research Report, Food Preparation and Oral Presentation | **Mid Course Examination:** Written Exam | **Food Product**  **Development**  PowerPoint Research, Oral Presentation, Food Preparation and Evaluation | **Trial HSC**  **Examination**  Written Exam |  |
| **Due Date** | Term 4  Week 10 | Term 1  Week 7 & 8 | Term 2  Week 9 | Term 3  Week 3, 4 & 5 |  |
| **Outcomes Assessed** | H1,2, H1.4, H3.1 | H1.1, H4.2, H1,2, H1.4, H3.1 | H1.3, H4.1 | H1.1, H1.2, H1.3,  H2.1, H4.2, |  |
| Knowledge and understanding of food technology |  | 5 |  | 15 | **20** |
| Skills in researching, analysing and communicating food issues | 15 |  | 10 | 5 | **30** |
| Skills in experimenting with and preparing food by applying theoretical concepts | 5 | 15 | 10 |  | **30** |
| Skills in designing, implementing and evaluating solutions to food situations | 5 | 5 | 5 | 5 | **20** |
| **Cumulative Weighting** | **25%** | **25%** | **25%** | **25%** | **100** |

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| Information Processes and Technology | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting |
| **Task Name** | **Information System** | **Mid Course Examination** | **Information System** | **Trial HSC Exam** |  |
| **Task Type** | Case Study | Examination | Case Study | Examination |  |
| **Due Date** | Term 4  Week 8 | Term 1  Week 6/7 | Term 2  Week 10 | Term 3  Week 3/4 |  |
| **Outcomes Assessed** | H1.1, H2.1, H3.2, H5.1, H6.1, H7.1 | H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2 | H1.2, H2.2, H3.2, H4.1, H5.2, H6.2, H7.2 | H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2 |  |
| **Project Work** | 10 |  | 5 | 5 | **20** |
| **Information Systems and Databases** | 10 | 5 |  | 5 | **20** |
| **Communication Systems** |  | 15 |  | 5 | **20** |
| **Option Topics** |  |  | 30 | 10 | **40** |
| **Cumulative Weighting** | **20** | **20** | **35** | **25** | **100** |

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| Textiles and Design | | | | | |
|  | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting |
|  | **Contemporary designer and MTP process** | **Half Yearly** | **Experimentation and Innovation** | **Trial** |  |
|  | Oral Presentation | Examination | Written Report | Examination |  |
|  | Term 4  Week 6 | Term 1  Weeks 7 – 8 | Term 2  Week 7 | Term 3  Weeks 3 - 4 |  |
|  | H1.1, H1.2, H2.1, H2.2, H2.3, H6.1 | H1.2, H1.3, H2.1, H2.3, H3.1, H4.1 H6.1 | H1.1, H1.3, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2 | H1.2 H1.3, H3.1 H3.2 H4.1 H4.2 H5.1 H5.2 H6.1 |  |
| **Major Textiles Project** | 15 | 10 | 25 |  | 50 |
| **Design** | 5 | 5 |  | 10 | 20 |
| **Properties and Performance of Textiles** |  | 5 | 5 | 10 | 20 |
| **ATCFI** |  |  |  | 10 | 10 |
| **Cumulative Weighting** | 20 | 15 | 30 | 35 | 100 |

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| St Andrews College  Community & Family Studies – 2 Unit HSC 2016/2017 | | | | | | |
| **Component** | **Task 1**  **IRP** | **Task 2**  **Mid Year Exam** | **Task 3**  **Parenting**  **& Caring** | **Task 4**  **Groups**  **In Context** | **Task 5**  **Trial HSC Exam** | **Component Weighting** |
|  | Research Task  12CF1711 | Examination  12CF1712 | Research Report  12CF1723 | Oral Presentation  12CF1724 | Examination  12CF1725 |  |
|  | Term 4  Week 10 | Term 1  Week 7/8 | Term 1  Week 10 | Term 2  Week 8 | Term 3  Week 3/4 |  |
| Outcomes | H4.1,H4.2 | H1.1 2.1,2.2, 2.3 3.2 3.4, 4.1, 4.2,5.1, 5.2 | H1.1,2.1,2.2,  3.2, 5.1, 5.2, 7.1 7.4 | H2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 6.2, 7.1 | H1.1 – H6.2 |  |
| Knowledge & Understanding of how the following impact on wellbeing:   * resource management * positive relationships * range of societal factors * nature of groups * families and communities |  | 5 | 10 | 10 | 15 | **40** |
| Skills in:   * applying management process to meet the needs of individuals, groups, families and communities * planning to take responsible action to promote wellbeing | 5 |  | 10 | 5 | 5 | **25** |
| Knowledge and understanding about research, methodology and skills in researching, critical thinking, analysing and communicating | 15 | 5 |  | 5 | 10 | **35** |
| **Cumulative Weighting** | **20** | **10** | **20** | **20** | **30** | **100** |

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| Personal Development, Health & Physical Education - 2017 2 Unit | | | | | | |
| **Component** | **Task 1**  **Health Priorities** | **Task 2**  **Mid Year Exam** | **Task 3**  **Factors affecting performance** | **Task 4**  **Improving Performance** | **Task 5**  **Trial HSC Exam** | **Component**  **Weighting** |
|  | Research Essay  12PD1711 | Examination  12PD1712 | Critical Analysis  12PD1723 | Research Essay  12PD1724 | Examination  12PD1725 |  |
|  | Term 4  Week 9 | Term 1  Week 7/8 | Term 2  Week 2 | Term 2  Week 8 | Term 3  Week 3/4 |  |
| Outcomes | H1, H2, H3, H4, H5 H14, H15, H16 | H9, H16, H17  H1-H5, H14- | H7, H-8,H10, H16 | H8-H10,H16 | H1-5, H7-11,  H13-17 |  |
| Knowledge & Understanding of:   * factors that affect health * the way the body moves | 5 | 5 | 5 | 10 | 15 | **40** |
| Skills in:   * influencing personal and community health * taking action to improve participation and performance in physical activity | 5 | 5 | 5 | 5 | 10 | **30** |
| Skills in critical thinking, research and analysis | 10 | 5 | 5 | 5 | 5 | **30** |
| **Cumulative Weighting** | **20** | **15** | **15** | **20** | **30** | **100** |

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| CEDP HSC DANCE ASSESSMENT SCHEDULE 2017 | | | | | | |
| TASK NUMBER | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | Syllabus Weighting |
| TASK NAME | Core Performance | Core Composition | Major Study | Practical Trial Exams | Written Trial Exam |  |
| TASK TYPE | Practical Exam | Practical Exam | Practical/Written exam  *(depending on chosen Major Study)* | Practical Exams | Written Exam |  |
| DUE DATE | Week 9 Term 4  8th December | Week 9 Term 1  30th March | Week 8 & 9 Term 2  15th/22nd June | Week 10 Term 2 *or* Week 1 Term 3  *(exact date tbc - dependent on space availability)* | Week 3 Term 3  *(During Trial Exam Period)* |  |
| OUTCOMES ASSESSED | *H1.1, H1.2, H2.1, H2.2, H4.4* | *H1.1, H1.2, H3.1, H3.2, H3.4, H4.4* | *H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H4.2, H4.3, H4.4*  *(Specific outcomes dependent on chosen major study option)* | *H1.1, H1.2, H2.1, H2.2, H3.1, H3.2,  H3.4, H4.4* | *H1.1, H1.2, H4.1, H4.2, H4.3, H4.4* |  |
| Performance | 10% |  |  | 10% |  | **20%** |
| Composition |  | 10% |  | 10% |  | **20%** |
| Appreciation |  |  |  |  | 20% | **20%** |
| Major Study Option |  |  | 20% | 20% |  | **40%** |
| **Weighting** | **10%** | **10%** | **20%** | **40%** | **20%** | **100%** |

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| Creative And Performing Arts 2017  **DRAMA 2 Unit** | | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Component**  **Weighting** |
|  | **Performance –Australian Drama & Theatre**  Performance Logbook  Students select scenes to workshop and discuss based on an essay topic. | **Individual Project**  **Work in Progress** Logbook  Oral Presentation  Students present their major work thus far, discussing progress. | **Performance Verbatim Theatre** Performance  Logbook  Students workshop and create and perform a piece of Verbatim Theatre based on a specific topic. | **Group Performance**  **Work in Progress** Performance  Logbook  Students present their group performance piece in progress. | **Individual Project**  **Group Performance**  **HSC Examination** Logbook  Performance Oral  Examination  Students sit in a written examination comprising of the 2 content areas (Aust Theatre -CAT practice and Studies in Drama and Theatre) as well as presenting their individual project and group performance and associated logbooks. |  |
|  | Term 4  Week 10 | Term 1  Week 11 | Term 2  Week 3 | Term 2  Week 10 | Term 3  Week 1 (GP & IP)  Week3-4 (Theory) |  |
|  | H1.1, H1.2, H1.3, H1.7, H2.3,H3.3 | H1.2, H1.3, H1.5, H1.7, H2.1, H3.2, H3.3 | H1.1, H1.2, H1.3, H1.5, H1.7, H2.3, H3.3 | H1.1, H1.2, H1.3, H1.4, H1.6, H2.1, H2.2, H2.3, H3.2,H3.3 | 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 |  |
| Making | 5 | 5 | 5 | 5 | 20 | **40** |
| Performing | 5 | 5 | 5 | 5 | 10 | **30** |
| Critically Studying | 5 |  | 5 |  | 20 | **30** |
| **Cumulative Weighting** | **15** | **10** | **15** | **10** | **50** | **100** |

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| **MUSIC 1 ( 2 Unit )** | | | | | | |
| **Syllabus**  **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Syllabus**  **Weighting** |
|  | **Composition and Analysis** | **Mid course Examination** Aural Exam | **Viva Voce** | **Presentation of**  **Core / Electives** | **Trial HSC**  **Examination**  Aural, Core and Electives |  |
|  | Term 4  Week 8 | Term 1  Week 7 | Term 2  Week 5 | Term 2  Week 8 | Term 3  Week 3 |  |
|  | H3, H4, H5, H6, H7, H8 | H4, H6 | H2, H4, H6, H7, H8 | H1, H5, H7, H8 | H1, H2, H4, H5,  H6, H7, H8 |  |
| **CORE PERFORMANCE** |  |  |  | 5 | 5 | 10 |
| **CORE COMPOSITION** | 10 |  |  |  |  | 10 |
| **CORE MUSICOLOGY** |  |  | 10 |  |  | 10 |
| **CORE AURAL** | 5 | 10 |  |  | 10 | 25 |
| **ELECTIVES\*** |  |  |  | 21 | 24  . | 45 |
| **Cumulative Weighting** | **15** | **10** | **10** | **26** | **39** | **100** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **VISUAL ARTS 2 Unit** | | | | | |
| **Component** | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | **Component**  **Weighting** |
|  | **VAPD**  Development of  body of work – investigations  of art making, practice evident in Visual Arts Process Diary (VAPD) including experiments  with materials, written reflections and explanations, research  about related artists. | **In Class Essay**  In class essay based on class work and / or case study content. | **Body of Works Development I**  Development of body of work including VAPD and works under development | **Body of Works Development II**  Development of body of work – works under development, VAPD, oral or written presentation about intentions, conceptual framework relations and viewpoint/s. | **Trial HSC**  **Examination** |  |
|  | Term 1  Week 1 | Term 1  Week 3 | Term 2  Week 2 | Term 3  Week 2 | Term 3  Week 3/4 |  |
|  | H1, H2, H3, H4 | H7, H8, H9 | H1, H2, H3, H4, H5, H6 | H1, H2, H3, H4, H5, H6 | H7, H8, H9, H10 |  |
| Art Making | 0 |  | 20 | 30 |  | **50** |
| Art Criticism  & Art History |  | 20 |  |  | 30 | **50** |
| **Cumulative Weighting** | **0** | **20** | **20** | **30** | **30** | **100** |

**Japanese Continuers HSC COURSE 2016/2017**

**Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Syllabus Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting** |
|  | Term 4 Week 8 | Term 1 week 7/8 | Term 2 week 6 | Term 3 week 3/4 |  |
| In class assessment | Mid Course Exam | In class task | Trial Examination |
| **Outcomes Assessed** | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 | 2.1,2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.3 | 1.1, 1.2, 1.3, 1.4, 2.1,2.2, 2.3, 3.1,3.2,3.3, 3.4, 3.5, 3.6, 4.1, 4.2 4.3 |
| Listening | 7 | 8 |  | 10 | 25 |
| Reading |  | 11 | 15 | 14 | 40 |
| Writing |  | 5 | 5 | 5 | 15 |
| Speaking | 8 | 6 |  | 6 | 20 |
| **Cumulative Weighting** | **15** | **30** | **20** | **35** | **100** |

Task 1: Listening and Speaking skills test

Task 3: Reading and Writing skills test