



COWRA HIGH SCHOOL

HSC 2021

ASSESSMENT HANDBOOK

AND

MANDATORY REQUIREMENTS

*Knowledge Is Power*



# Table of Contents

<b>Introduction to HSC Assessment</b> .....	<b>7</b>
<b>Section I: The Higher School Certificate – An Overview</b> .....	<b>9</b>
Types of HSC Courses.....	9
HSC assessment .....	9
<b>Section II: School Based Assessment</b> .....	<b>10</b>
A. NESAS RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT .....	10
B. CHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS .....	11
C. EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL BASED ASSESSMENT – FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES .....	14
D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK.....	18
E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS.....	19
F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS.....	20
G. PROCEDURES RELATED TO THE REVIEW MECHANISMS AND APPEALS FOR SCHOOL BASED ASSESSMENT .....	21
<b>Section III – NESAS Requirements/regulations relating to HSC External Examinations</b> .....	<b>23</b>
A. SUBMITTED WORKS:.....	23
B. EXAMINATION DATES AND TIMES .....	24
C. EXAMINATION ATTENDANCE RULES.....	24
D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD .....	24
E. EQUIPMENT FOR THE EXAMINATIONS .....	25
F. EXAMINATION ROOM PROCEDURES .....	26
G. CONDUCT DURING THE EXAMINATIONS .....	27
<b>Section IV: Additional Information</b> .....	<b>28</b>
A. HSC PATHWAYS (ACCUMULATION) .....	28
B. DISABILITY PROVISIONS.....	28
C. STAGE 6 LIFE SKILLS ASSESSMENT .....	29
D. ACCELERATION.....	29
E. ADVANCED STANDING .....	30
F. GRANTING OF LEAVE.....	30
G. REPEATING COURSES .....	30
H. UNIVERSITY ADMISSION .....	30
I. STUDENT ENROLMENT AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM.....	30
J. HSC STUDENTS WHO HAVE NOT MET PRELIMINARY REQUIREMENTS .....	30
K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?.....	31
<b>Section V: Appendices</b> .....	<b>32</b>
Consideration of Absence .....	32

Application for Extension .....	33
Higher School Certificate Illness/Misadventure Form .....	34
Assessment Notification – Common Cover Sheet .....	35
Student Appeal Form .....	36
Disability Provisions for High School Certificate .....	38
<b>Section VI: Assessment Calendar .....</b>	<b>39</b>
I. School Term Dates .....	39
II. Examination Dates .....	39
Assessment Calendar Term 4, 2020 .....	40
Assessment Calendar Term 1, 2021 .....	41
Assessment Calendar Term 2, 2021 .....	42
Assessment Calendar Term 3, 2021 .....	43
<b>Section VII: Subjects, Course Components, Outcomes Assessed and Weight .....</b>	<b>44</b>
Aboriginal Studies Assessment Schedule .....	44
Aboriginal Studies Scope and Sequence: .....	45
Agriculture Assessment Schedule .....	46
Agriculture Scope and Sequence .....	47
Biology Assessment Schedule .....	48
Biology Scope and Sequence .....	49
Business Studies Assessment Schedule .....	50
Business Studies Scope and Sequence: .....	51
Chemistry Assessment Schedule .....	52
Chemistry Scope and Sequence .....	53
Community & Family Studies Assessment Schedule .....	54
Community & Family Studies Scope and Sequence .....	55
Construction Assessment Schedule .....	56
Construction Scope and Sequence .....	57
Dance Assessment Schedule .....	58
Dance Scope and Sequence .....	59
Design and Technology Assessment Schedule .....	60
Design and Technology Scope and Sequence .....	61
Economics Assessment Schedule .....	62
Economics Scope and Sequence .....	63
English Advanced Assessment Schedule .....	64
English Advanced Scope and Sequence .....	65
English Extension 1 Assessment Schedule .....	66
English Extension 1 Scope and Sequence .....	67

English Standard Assessment Schedule ..... 68

English Standard Scope and Sequence ..... 69

English Studies Assessment Schedule ..... 70

English Studies Scope and Sequence ..... 71

Exploring Early Childhood Assessment Schedule..... 72

Exploring Early Childhood Scope and Sequence ..... 73

Ancient **History** Assessment Schedule ..... 74

Ancient **History** Scope and Sequence ..... 75

**History** - Extension Assessment Schedule ..... 76

**History** - Extension Scope and Sequence..... 77

Modern **History** Assessment Schedule ..... 78

Modern **History** Scope and Sequence ..... 79

Hospitality, Food and Beverage Assessment Schedule ..... 80

Hospitality, Food and Beverage Scope and Sequence ..... 81

Industrial Technology Timber Assessment Schedule..... 82

Industrial Technology Timber Scope and Sequence ..... 83

Japanese Beginners Assessment Schedule ..... 84

Japanese Beginners Scope and Sequence ..... 85

Japanese Continuers Assessment Schedule ..... 86

Japanese Continuers Scope and Sequence..... 87

Legal Studies Assessment Schedule ..... 88

Legal Studies Scope and Sequence ..... 89

Manufacturing and Engineering Assessment Schedule..... 90

Manufacturing and Engineering Scope and Sequence ..... 91

Mathematics Advanced Assessment Schedule..... 92

Mathematics Advanced Scope and Sequence ..... 93

Mathematics Extension 1 Assessment Schedule ..... 94

Mathematics Extension 1 Scope and Sequence ..... 95

Mathematics Extension 2 Assessment Schedule ..... 96

Mathematics Extension 2 Scope and Sequence ..... 97

Mathematics Standard 1 Assessment Schedule ..... 98

Mathematics Standard 1 Scope and Sequence ..... 99

Mathematics Standard 2 Assessment Schedule ..... 100

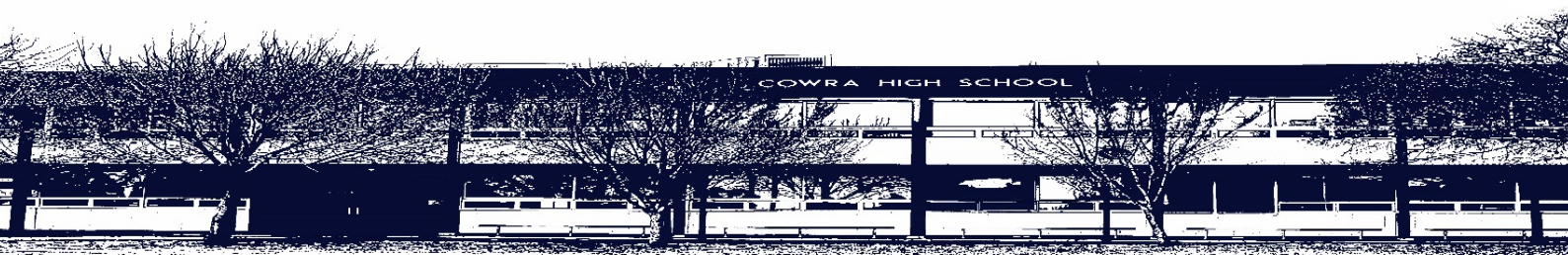
Mathematics Standard 2 Scope and Sequence ..... 101

Music 1 Assessment Schedule ..... 102

Music 1 Scope and Sequence..... 103

Numeracy CEC Assessment Schedule ..... 104

Numeracy CEC Scope and Sequence.....	105
PDHPE Assessment Schedule.....	106
PDHPE Scope and Sequence.....	107
Photography, Video and Digital Imaging Assessment Schedule.....	108
Photography, Video and Digital Imaging Scope and Sequence.....	109
Physics Assessment Schedule.....	110
Physics Scope and Sequence.....	111
Society and Culture Assessment Schedule.....	112
Society and Culture Scope and Sequence.....	113
Sport, Lifestyle & Recreation Assessment Schedule.....	114
Sports, Lifestyle and Recreation Scope and Sequence.....	115
Visual Arts Assessment Schedule.....	116
Visual Arts Scope and Sequence.....	117
<b>Section VIII: Evaluation.....</b>	<b>118</b>



## **COWRA HIGH SCHOOL POLICY FOR ASSESSMENT IN THE HSC COURSE 2020**

### **Introduction to HSC Assessment**

Welcome to your final year of schooling for the award of a Higher School Certificate (HSC). Cowra High School has a strong history of achievement and high expectations for your continued learning. Knowledge equates to power in the information age and as a result it is important that each of you have a clear understanding of the rules and regulations regarding the Higher School Certificate Assessment.

The information contained in this booklet is designed to be comprehensive yet user friendly. Each year the policies and procedures are reviewed and developed to ensure fair and quality processes are in place. As a result it is important that you read through and understand the rules and requirements so you are supported to achieve at the highest possible level. Your assessment results will make up 50% of your total HSC marks. All assessment tasks are designed to accurately assess your depth of your understanding of course outcomes against HSC standards. To ensure compliance with NSW Education Standards Authority (NESA) requirements, assessment tasks are also designed to separate students based on their demonstrated competence and understanding of knowledge and skills. Above all, it is important that assessment processes and procedures are fair and transparent. Working together and sticking to the rules will ensure fairness for all.

The rules and information contained in this policy booklet are based on information gained directly from NESA documents including:

- Assessment in a standards-referenced framework –a guide to best practice
- 2020 Higher School Certificate – Rules and Procedures

In some cases information has been modified to match the context of Cowra High School while other sections have been incorporated into this policy in their original form. Further information is available on NESA Website: [Http://educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

The information in this policy booklet is for use by Cowra High School Students and their Parents, Class Teachers, Head Teachers and the Senior Executive of Cowra High School.

The document is divided into 8 main sections

- I. **Section I: The Higher School Certificate – An Overview**
- II. **Section II: School Based Assessment**
- III. **Section III – NESA Requirements/Regulations Relating to HSC External Examinations**
- IV. **Section IV: Additional Information**
- V. **Section V: Appendices**
- VI. **Section VI: Assessment Calendar**
- VII. **Section VII: Subjects, Course Components, Outcomes Assessed and Weightings**
- VIII. **Section VIII: Evaluation**

All procedures, rules and expectations relevant to each section are documented in detail. Some of these procedures, rules and expectations relate directly to students, whilst others are for teacher reference and guidance.

The Cowra High School Assessment Committee oversees the Cowra High School procedures relating to the HSC. The committee consists of the Principal and Deputy Principals. Any combination of the five members can meet to approve illness/misadventure appeals, consideration of absence or extensions; to investigate, deliberate, and make recommendations and rulings regarding complex or uncertain situations; and to provide clarification.

In all cases, the Principal has the ultimate decision making authority, including the use of his discretion.

If there are any queries about any of the school procedures, rules or expectations contained in this document, please contact one of the Deputy Principals for clarification.

A handwritten signature in cursive script, appearing to read 'H Hamilton'.

Helene Hamilton  
Principal





## Section I: The Higher School Certificate – An Overview

The Higher School Certificate (HSC) is the highest certification awarded in New South Wales schools. It is achieved by students who satisfactorily complete Years 11 and 12 at secondary school. To be eligible, students must meet HSC Course requirements and sit for the statewide HSC Examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

To gain a HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC Courses. All courses in the HSC have a unit value. Most courses are 2 units. Students must satisfactorily complete the Preliminary course (usually studied during Year 11) before they are eligible to commence the corresponding HSC Course (usually studied during Year 12). English is the only compulsory subject for the HSC.

### Types of HSC Courses

- **Board Developed Courses:** Most courses studied for a HSC are Board Developed Courses. They are set and externally examined by NESA, including courses in the areas of English, Mathematics, Science, Technology, Creative Arts, Personal Development, Health and Physical Education, Human Society and its Environment, Languages and Vocational Education and Training (VET) Curriculum Frameworks. These courses may contribute to the calculation of an Australian Tertiary Admission Rank (ATAR).
- **Board Endorsed Courses:** These include courses that are developed by schools, TAFE or universities rather than NESA. They contribute to the HSC but do **not** contribute to the calculation of the ATAR. Examples of Board Endorsed Courses are Sport Lifestyle and Recreation Studies and Work Studies.
- **Vocational Education and Training (VET):** There are 14 Industry Curriculum Frameworks (Automotive, Business Services, Construction, Electro Technology, Entertainment Industry, Hospitality, Human Services, Information Technology, Information and Digital Technology, Timber and Furniture Technologies, Primary Industries, Retail Services (Tourism and Events)). These courses have been designed to deliver units of competency that are drawn from Industry Training Packages encompassing a range of Board Developed Courses and which allow students to gain Australian Qualifications Framework (AQF) Certificates, usually at Certificate II or III level.

Students may elect to have **ONE** VET course included in the calculation of their ATAR, if the HSC Examination is satisfactorily attempted. Students studying VET courses will not be automatically entered into the examination. **A student wishing to be entered for the HSC Exam for a VET subject must advise their class teacher or the VET coordinator if they are studying the course at a TAFE or other provider. Each of the VET Industry Curriculum Framework courses includes a mandatory component of work placement during which students leave the school and work in a suitable workplace.**

Work placement is a mandatory requirement for VET Curriculum Framework courses and some Board Endorsed VET courses. **35 hours of work placement per 120 hours of coursework must be carried out to satisfactorily meet the course requirements.** If students do not complete this requirement it means that the course has **not** been completed. If for any reason a student cannot attend workplacement, it is **the student's** responsibility to notify the workplace supervisor and their teacher and organise to complete the workplacement at a mutually agreeable time.

### HSC assessment

For most Board Developed Courses, the final HSC mark is determined by a combination of

- The school based assessment mark (50%)
- The HSC Exam mark (50%)



## Section II: School Based Assessment

For each course, schools prepare and administer an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school within the rules set by NESA.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assignments, practical activities, fieldwork and projects. The details of all HSC assessment tasks, including weighting and due dates are outlined in further detail in this policy.

This section deals with aspects relating to school based assessment, including NESA rules, and Cowra High School (CHS) expectations and procedures to deal with situations that arise relating to school based assessment.

### **The specific topics covered in this section are:**

- A. NESA rules and work requirements relating to diligence and sustained effort
- B. CHS procedures for teaching staff regarding the Administration of Assessment Tasks-
- C. Expectations of students regarding the satisfactory completion of school based assessment - following the course, working with diligence and sustained effort and achieving course outcomes -
- D. Expectations of students regarding honesty and the submission of "All My Own Work"
- E. Expectations of students regarding Examination
- F. Procedures relating to final School based assessment marks
- G. Procedures related to the review mechanisms and appeals for school based assessment

### **A. NESA RULES AND WORK REQUIREMENTS RELATING TO DILIGENCE AND SUSTAINED EFFORT**

The satisfactory completion of all courses in the HSC requires the Principal to have sufficient evidence that the student has:

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

The satisfactory completion of all courses in the HSC (as outlined above) has two major components:

**Completion of all Course work:** This includes classwork, class tests, essays, set tasks in class, assignments and regular homework. Although course work may not be considered as formal assessment, it has a critical part in determining whether a student has met NESA criteria for course completion mentioned above.

**Completion of Assessment Tasks:** These are clearly identified tasks that must be completed in each course. The tasks for each course are identified in this Assessment Tasks and Schedule booklet, and contribute to the final assessment mark for each course. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total **more than 50%** of the available school assessment marks for that course, otherwise they have not met the requirements of that course.

If the Principal determines that a student is in danger of not meeting the above course completion, they will be given written warning in sufficient time to correct any problems regarding the satisfactory completion of course requirements. If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform the student in writing and NESA.

Students have the right to appeal to the school against such determinations using school developed proformas and processes. If unsuccessful, they may appeal to NESA.

If a student does not satisfactorily complete a course, they will receive no results in that course, and the course will not count towards their pattern of study for the award of a Higher School Certificate.

### **Completion of HSC: All My Own Work Program**

All students are required to have satisfactorily completed HSC: All My Own Work or its equivalent before any Preliminary or HSC Course entries can be submitted. Students entered only for Stage 6 Life Skills courses are exempt from this requirement.

### **CHS Procedure for completion of All My Own Work**

In Term 4 of Year 10, students will complete the All My Own Work program in preparation for the Preliminary Course. This will be overseen by the School Librarian. Students who have not completed All My Own Work upon commencement of Year 11 or upon arrival at CHS will be required to complete All My Own Work within a negotiated time frame.

## **B. CHS PROCEDURES FOR TEACHING STAFF REGARDING THE ADMINISTRATION OF ASSESSMENT TASKS**

### **CHS Procedures relating to the number and types of assessment tasks to be used for each course**

A balance is required between obtaining sufficient information and not over assessing. There are four formal assessments tasks in Year 12, (including the Trial HSC) for two unit courses and two to three tasks for one unit courses which are considered sufficient to adequately assess the components of most courses. The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks need to be set at an appropriate level of difficulty that allows the full range of marks to be available. The syllabus provides guidance in relation to the types of tasks that are suitable.

The **Faculty Head Teacher** is responsible for ensuring these guidelines are followed.

**The Year 11 Deputy Principal** checks assessment schedules against subject specific requirements prior to publishing the policy.

### **CHS Procedures relating to Informing students in writing of their assessment schedules**

Copies of this policy are provided to all HSC students who sign to acknowledge they have received the booklet. **The Year 12 Adviser** manages this process. An HSC information evening for parents and students is held in Week Two of Term Four, where the policy is distributed to students. **The Year 12 Deputy Principal** coordinates this evening.

### **CHS Procedures relating to planning the scheduling of tasks in a coordinated way.**

**The Year 12 Deputy Principal** oversees the coordination between subject areas so that students do not have too many assessment tasks scheduled close together. In most cases a maximum of two subject lines per week will be assessed. There may be occasional exceptions to this, where it is not possible to limit assessment items to a maximum of two.

**Class teachers** are required to follow the Assessment Schedule for their subject ensuring that outcomes listed in the schedule are assessed as per the task information and that the task is submitted on the scheduled week.

### **CHS Procedures relating to changes of due date for assessment tasks**

In rare and unforeseen circumstances, where the date of submission of an assessment task must be changed, the **Faculty Head Teacher** must gain approval from the relevant **Deputy Principal** using the relevant form (*See Appendix 1- Forms*). If approval to seek a change of date is granted, the **Faculty Head Teacher** will inform the class in writing of any change using the form "Notification for Change of Date of an Assessment Task". For the change of date to be approved students will be asked to sign that they acknowledge the new due date and any concerns can be addressed. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.

### **CHS Procedures relating to providing adequate notice for tasks.**

In addition to the schedule of dates for assessment tasks, there must be provision for adequate notice of the precise timing of each assessment task. **Class Teachers** must give students **at least TWO WEEKS** written notice for each assessment task, advising the due date, type of task, precise timing of task, weighting of the task, assessment criteria

and outcomes being assessed. The **Faculty Head Teacher** is responsible for ensuring this occurs. Students are required to sign and date, acknowledging they have received the task notification.

The **class teacher** will provide the library supervisor with a copy of the task when it is distributed to the class as well as a class list.

**When providing notice of assessment tasks, students are informed of:**

1. the scope of each assessment task
2. the weighting of the task (eg. 10%)
3. the form the assessment task will take
4. the proposed timing and duration of the task
5. the outcomes being assessed
6. the marking guidelines or criteria

- **CHS Procedures relating to providing notice of assessment tasks when students are absent from school when assessment information is given out.**

It is ultimately the responsibility of **the student** to catch up on any missed work due to absence. This includes cases where assessment information is given out. Students are advised to check the CHS website regularly where assessment tasks are also placed.

*The Class Teacher may assist the student by checking assessment sign out sheets in the lessons following the handing out of the task notification, to ensure all students have the assessment information. If a student receives their assessment information within 2 weeks of the due date they may be able to follow the processes for extension or illness/misadventure.*

- **CHS Procedures relating to occasions when estimates are given or substitute tasks administered.**

If a student fails to complete an assessment task specified in the assessment program, **the student** should follow the illness/misadventure or consideration of absence process. If the **Assessment Committee** considers the student to have a valid reason (for example illness or endorsed leave), an extension of time may be granted or a mark may be awarded based on a substitute task or in exceptional circumstances an estimate mark may be given.

If granting an extension of time is not possible, administering a substitute task is preferable to providing an estimate mark. Only the Principal will have this discretion and students should be aware that the estimate will be such that it will not change their current rank or gaps in relation to other students in the cohort.

- **CHS Procedures relating to Invalid tasks/parts of tasks or non-discriminating tasks.**

In exceptional circumstances where tasks do not function as required, or where there are problems in their administration, a suitable approach to maintain the overall component weightings will be determined by the **Assessment Committee** in consultation with the **Faculty Head Teacher**. Such approaches may adjust within the mandatory weightings and components of the syllabus, adding an additional task (with sufficient notice). In extreme cases, an invalid task may need to be discarded completely, or a replacement task may be organised.

- **CHS Procedures relating to situations when more than one class is undertaking the same course**

Multiple HSC classes, whether on the same line (e.g. English) or different lines (e.g. Biology) will follow common assessment programs with common tasks, conditions and marking procedures at common times wherever possible.

- **CHS Procedures relating to the recording of assessment marks**

In addition to maintaining their own records, **class teachers**, use Sentral Markbook to record marks for individual assessment tasks. Raw marks should be entered immediately upon marking the assessment task. The **Faculty Head Teacher** is responsible for ensuring that the Sentral Markbook for each subject is set up accurately within deadlines.

- **CHS Procedures relating to the awarding of marks for an assessment task**

It is important to ensure that marks earned on individual tasks adequately reflect the differences in student performance. To achieve this, marking guidelines need to use the full range of marks available for the task. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks should enable *class teachers* to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

- **CHS Procedures relating to teacher feedback to students on their performance**

Students should receive meaningful feedback which gives an indication of their performance relative to the outcomes being assessed and their general progress in all aspects of their course work. This may be in the form of marks, grades and/or written comments. The feedback given for learning activities that do not contribute to the final HSC assessment mark should assist students in their preparation for tasks that are part of the HSC. Feedback on assessment tasks may be informed by the performance band descriptions and should be provided to students in a timely manner, recognising strengths and areas for improvement. To maximise the benefit for students, an assessment task should be marked by the *class teacher* and feedback to students finalised within two weeks of submission unless exceptional circumstances exist.

- **CHS Procedures relating to providing feedback to students in relation to the HSC standards.**

When giving feedback to students on their performance on assessment tasks, *class teachers* can work through with their students some of the materials in the HSC standards packages, to identify questions that are related to the assessment topic from past HSC Examinations, discuss answer requirements and marking guidelines and view the responses of a number of students which represent different levels of achievement. By working through these responses the teacher can highlight the important features of the responses, including their strengths and any shortcomings.

- **CHS Procedures relating to reconciling assessment marks with the descriptions in the performance bands.**

When providing feedback to students, *class teachers* may use the wording of outcomes and band descriptors, where appropriate. This should not be communicated or interpreted as a direct correlation to a particular band at HSC level.

- **CHS Procedures to ensure marks accurately reflect relative differences in achievement between students within the group**

Marking guidelines should indicate the marks to be awarded for different levels of achievement in each task, using the full range of marks. They should be clearly linked to course outcomes. Standards packages provide examples of different standards of performance, and can assist teachers in developing marking guidelines that will appropriately reward students.

In some cases double or panel marking of tasks may be appropriate. When a task, or part of a task, is to be marked once only, consistency may be improved if one person marks the task for the entire candidature.

Assessment tasks at Cowra High School will be set and marked to the standards as published by NESA. Raw marks linked to NESA standards are used when recording assessment marks.

- **CHS Procedures relating to assessment tasks in separate class groups for the same course**

All HSC Assessment tasks are developed with clear, consistent rubrics and marking criteria. In cases where multiple teachers mark the same task across separate class groups, it is the responsibility of the Faculty Head Teacher to ensure that there is a shared understanding of marking guidelines between class teachers, thereby ensuring consistency.

## **The features of quality assessment tasks**

The following checklist can assist teachers to ensure that the tasks they design promote student learning as well as obtaining accurate measures of student achievement.

### **Assessment tasks should:**

- Focus on outcomes
- Give students the opportunity to demonstrate what they know and can do and assist their learning
- Be valid and reliable, measuring what the task purpose is to assess, and providing accurate information on each student's achievement
- Allow for discrimination between the performances of individual students.

### **The effective marking of assessment tasks requires consistent application of marking guidelines:**

- Marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark
- A mark range that allows for discrimination between the performances of individual students
- A shared understanding of the demands of the tasks among the teachers responsible for the marking

### **Feedback and reporting on student progress and achievement should be:**

- Meaningful and constructive, designed to assist students to improve their performance
- Linked to the specific outcomes and marking criteria addressed by the task
- Provided in a timely manner.

### **Marks for individual assessment tasks and records of competency should be:**

- Recorded by the teacher responsible for marking the task
- Checked to ensure any marks for various parts of a task have been correctly totalled
- Entered into SENTRAL Markbook for all tasks for all students in the course
- Maintained in a secure and safe location.

## **C. EXPECTATIONS OF STUDENTS REGARDING THE SATISFACTORY COMPLETION OF SCHOOL BASED ASSESSMENT – FOLLOWING THE COURSE, WORKING WITH DILIGENCE AND SUSTAINED EFFORT AND ACHIEVING COURSE OUTCOMES**

Students are expected to attempt *all* work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an 'N' (non-completion) Determination.

### **Students must:**

- Participate in all learning experiences, including classwork, homework, non-assessable items of work and assessment tasks
- Provide documentation to explain legitimate absences
- Attend regularly
- If absent from a lesson(s) actively pursue and catch up any work that was missed and check whether any assessment tasks have been issued
- Submit assessment tasks by the due date, to an acceptable standard, and in an appropriate format. (The specific date and time for the submission of the task will be provided with the formal written notification of the task at least two weeks prior to the due date)
- Make a serious attempt at the work
- Present their own work
- Acknowledge all sources of information used
- Complete the appropriate paperwork to acknowledge that the Assessment Task has been received



## CHS Procedures relating to the submission of assessment tasks

To ensure fairness for all, please note that any students submitting a task and NOT attending school the day of submission, will be required to provide documentation confirming a medical reason for non-attendance. Otherwise, the submitted task may be given a zero.

Students are expected to make a serious attempt and submit all assessment items on the due date [prior to the first morning bell (8:55 am)]. Submission of all submitted tasks will occur in the school library between 8:30 and 9:00 am.

If students are granted an extension for an assessment task, it must be submitted to the Faculty Head Teacher by 8.55 am on the new due date.

**The student** is required to complete all details on the assessment cover sheets. (See appendix-assessment coversheet). **The Teaching staff** responsible for receiving the tasks will sign a receipt (part of the cover sheet) and give to the student and record the submission on a class list (see administration of tasks).

It is the responsibility of **the student** to ensure that all assessment tasks are submitted on time and in the correct format for marking.

**Unforeseen Circumstances:** In the event of unforeseen circumstances occurring on the morning that a task is due to be submitted, the student or immediate relative is required to notify the class teacher at school as soon as possible.

**Computer Failures:** Technical failures related to computing equipment **do not** constitute sufficient grounds for not submitting an assessment task on time, and extensions will not be granted in these instances. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies.

**Submission of non-written tasks:** Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission. Each student is responsible for maintaining an updated copy of his or her assessment task on a CD, DVD or thumb drive in a suitable program that can be easily accessed.

### • CHS Procedures relating to occasions when zero marks are awarded.

The following (in any course), will result in a **zero mark and an 'N' (non-completion) determination** warning letter:

- Failure to complete or submit assessment tasks **on time** (i.e. after 8:55 on the due date) without a valid reason and supporting evidence
- Not being present for an assessment task without a valid reason and accompanying evidence
- Not making, what the teacher marking the assessment task considers to be, a genuine or serious attempt to complete an assessment
- Serious malpractice

Students who make a non-serious attempt will be required to re-submit or complete the task to a standard that meets the course outcomes as required by NESAs. Refer to procedures below regarding non-serious attempts.

### • CHS Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course (N award determination warning letters)

Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total weightings of tasks. Failure to meet this requirement may lead to an N determination in that subject.

In instances where students have failed to complete or submit an assessment task, or they have not made a serious attempt, an 'N' (non-completion) determination warning letter will be sent to their home, requiring **the student** to rectify the situation by submitting the task. If the task is submitted later the student will be deemed to have met the terms and requirements of the task, however, the zero mark will still apply.

The **class teacher** is required to enter a “new incident” in the “N award” section of SENTRAL Welfare within 3 days of marking the class task. Twice a week SASS Staff generate N award warning letters from teacher entries which specify a new date by which the task must be submitted.

#### **Original task not submitted after N Award letter sent**

If after the new date for submission, a student has still not submitted the assessment task, a second “new incident” in the “N Award” section of Sentral should be created by the **class teacher**. A second letter should be sent. No further letters will be required to be sent for that particular task, whether it is submitted or not.

#### **Multiple N Awards**

Twice a term, **Deputy Principals** will identify those students with multiple N award determination warning letters and communicate with the student and parent to discuss a formal learning plan to rectify the situation.

#### **Attendance**

While NESAs does not stipulate attendance requirements, significant absence has a negative impact on a student’s ability to meet the course completion criteria. Twice a term, **Deputy Principals** will identify those students with significant attendance concerns. N Award determination warning letters will be sent to students, relating it to the non-completion of course requirements as a result of their absence.

- **CHS Procedures for application for illness misadventure**

If a student is unable to complete or submit an assessment task on time, or they feel that their performance in a task has been affected by factors outside their control e.g. illness or accident, they may apply for **Illness/Misadventure**. Students must formally apply by completing the Illness/Misadventure Form. **Misadventure** refers to any **valid** reason immediately before or during task, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the independent **documentary evidence** that is handed in to support the misadventure claim.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below. **The student** is responsible to pursue the illness/misadventure, extension or consideration of absence process. There is no onus on the class teacher to instigate this process. In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

**Step 1: The student** collects the relevant application form (see appendix –forms) within two school days of the student’s return to school. (Form available on the CHS Website)

**Step 2: The student** must fully complete the Illness/Misadventure form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3: The student** submits the completed form to the **Faculty Head Teacher**.

**Step 4:** The **Faculty Head Teacher** will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

**Step 5: The student** will hand the completed form to the relevant **Deputy Principal**, who may consult other members of the Assessment Committee before approving or rejecting the application.

**Step 6:** The **Deputy Principal** will notify the student and the faculty Head Teacher of the result of the outcome of the Illness/Misadventure as soon as possible.

If the consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the **class teacher**, preferably on the next school day



Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on “like tasks” with the Principal’s approval, or the school will use a mark based on a substitute task. Invalid reasons for illness/ misadventure will result in a mark of zero ‘0’ for that task.

• **CHS Procedures for application for consideration of absence or extension**

Students who cannot submit an assessment task on or by the due date, for reasons beyond their control, can make a written application for an extension of time to complete the task, *at least two days prior to the due date*, on the Extension Application form or Consideration of Absence form (Form available on the CHS Website). Notice of foreseeable absences must be brought to the attention of the class teacher and subject Head Teacher by **the student** as soon as possible.

In general activities such as workplacement, sporting commitments, excursions, etc. do not provide grounds for extensions unless exceptional circumstances exist. There is an expectation that students are organised and it is their responsibility to ensure that deadlines are met. This may involve submitting a task before the due date if the student has knowledge that they will be away on the due date of submission

Students are permitted to submit tasks prior to the due date in these and other situations as long as the class teacher agrees. It is the student’s responsibility to plan around foreseeable absences.

**It is important to note that:**

Students are responsible to pursue the illness/misadventure, extension or consideration of absence process. There is no onus on the class teacher to instigate this process.

In the case of illness, a medical certificate or other appropriate supporting documentation must accompany an application form.

Work submitted late without an application for illness/misadventure will receive a zero ‘0’; and a ‘N’ Warning letter will be sent to the student’s home address and a record will be kept at a centralised place at school.

Students who feel they have a **valid** reason for not submitting a task on time should follow the procedures as set out below.

**Step 1:** **The student** collects the relevant application form from the CHS Website.

**Step 2:** **The student** must fully complete the Extension Application or Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

**Step 3:** **The student** submits the completed form to the subject Head Teacher at least **two days prior to the due date of the task**

**Step 4:** **The Faculty Head Teacher** will discuss the circumstances of the application with the relevant Deputy Principal, make a recommendation and hand the form back to the student.

**Step 5:** **The student** will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or rejecting the application.

**Step 6:** The **Deputy Principal** will notify the student and the **Faculty Head Teacher** of the result ASAP.

If the consideration of absence or extension application is upheld the student will complete the set task or an alternate task as soon as can be arranged by the **class teacher**, preferably on the next school day.

Any substitute task should:

- Be based on the same components or outcomes as the original task.
- Test or measure the same knowledge or skills as the original task.
- As far as possible, be of comparable standard to the original task.
- Be assessed in the same manner as the original task or, in exceptional circumstances, an estimate will be used based on assessment evidence with the Principal's approval, or the school will use a mark based on a substitute task. Invalid reasons for absence or extension will result in a mark of zero '0' for that task.

- **CHS Procedures for students who have prolonged absences**

Following negotiations with the Deputy Principal and associated supporting evidence, in exceptional circumstances it may be possible, for students who are absent with leave during the conduct of a scheduled assessment task to complete the task or substitute task under supervised conditions while they are absent.

**The student** should make contact with the relevant Faculty Head Teacher or the relevant Deputy Principal to discuss prior to the task wherever possible.

#### **D. EXPECTATIONS OF STUDENTS REGARDING HONESTY/SUBMITTING OWN WORK**

The following standard sets out NESA requirements concerning students submitting their own work in HSC assessments. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of **students** in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

#### **What constitutes malpractice?**

All work presented in assessment tasks and HSC Examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

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.

Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

#### • **CHS Processes for dealing with malpractice**

Issues of alleged academic malpractice will be referred to the Assessment Committee for deliberation. Documentation or evidence must be presented by the Head Teacher and **reporting teacher(s)** to support the claim.

An award of 'zero' marks will be issued if a student is deemed to have gained an unfair advantage in an assessment task. The Assessment Committee will determine what, if any further penalties appropriate to the seriousness of the offence will apply

In the case of suspected plagiarism, the **student** 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.

#### • **Strategies to ensure the authenticity of student responses to tasks completed partially or wholly outside of class time.**

**Class teachers** should incorporate strategies to ensure the authenticity of responses and minimise the chances of malpractice. The following suggestions could be incorporated into the administration of assessment tasks

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- checkpoints: asking students to submit part of the task at critical points in its development
- having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

When group tasks are required for internal assessment, the school should ensure that:

- they are designed to assess the contribution of individual group members
- they allow each student's understanding of the process to be demonstrated
- the group agrees on procedures for how the task will be developed.

### **E. EXPECTATIONS OF STUDENTS REGARDING EXAMINATIONS**

These expectations apply before, during and after the examination until all students have left.

Students must:

- Behave in a safe and respectful way to all supervisors and other students.
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to

respond

- Remain in their seat, unless permission to move is granted by a teacher.
- Only use approved aides
- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks.

Students must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESA
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

## F. PROCEDURES RELATING TO FINAL SCHOOL BASED ASSESSMENT MARKS

At the conclusion of the HSC assessment program, a school based assessment mark will be submitted to NESA for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group's assessment marks are adjusted based on the performance of the group in the HSC Examination. The rank order and relative gaps of students as submitted by the school is not changed.

- **CHS Procedures for calculating final assessment to ensure that the marks from individual tasks can be aggregated validly.**

The class teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task. Provided tasks are set and marked accurately this should ensure that the final rank order and relative differences accurately reflect the achievements of the students against NESA Standards.

- **CHS Procedures related to the level of discrimination that should be used when teachers apply standards.**

Provided the marking guidelines have been well constructed to enable the full range of marks to be awarded for each task, where appropriate, it is likely that for most groups the final assessment marks will show sufficient discrimination between the achievements of the students.

Students' performances in the HSC and their moderated assessment marks are used in the calculation of the students' ATAR. Their examination marks and school raw assessment marks after the statistical moderation is applied to the assessments (that is, before the alignment to the performance scales) are re-scaled by the Universities Admission Centre to create the ATAR rank used in the selection of students for tertiary courses.

- **CHS Procedures for communicating student assessment rank progress to students**

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports. **Class Teachers** should **not** reveal actual total assessment marks to students.

- **CHS Procedures for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC Examinations**

**Class Teachers MUST NEVER** reveal actual total assessment marks to students.

If **students** wish to know their Assessment Rank order, they may access their final rank in each course by using the *Students Online* service or accessing their *Assessment Rank Order Notice* after their last HSC Examination from the **Deputy Principal** within the period of time for appeals. *Assessment Rank Order Lists* are provided for the information of the Principal and staff only.

- **CHS Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC Course**

For students who transfer into a school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks to NESAs and students will be ranked with their previous school cohort.

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

## **G. PROCEDURES RELATED TO THE REVIEW MECHANISMS AND APPEALS FOR SCHOOL BASED ASSESSMENT**

- **CHS Procedures related to School reviews**

Disputes typically arise over marks awarded, the administration of the task, or whether the task conforms to the school's HSC Assessment Policy.

Schools can minimise the possibility of disputes arising by:

- providing clear instructions and expectations for each task
- providing clear criteria for marking
- using a range of marking strategies, such as common or consensus marking of tasks
- checking that each task conforms with the assessment program.

In instances where disputes cannot be resolved by the **class teacher, Faculty Head Teacher** or relevant Deputy Principal, a school based review can be held at the request of a **student**. If a student wishes to apply for a review, it must be undertaken by the date specified by NESAs. The Review will be undertaken by the assessment committee. The relevant **Deputy Principal** will advise the student, parent, class teacher and Faculty Head Teacher of all outcomes of any review. The relevant Deputy Principal will advise NESAs of any changes to assessment marks. (Applications requesting a school review must be made on the appropriate form available from the CHS website)

### **Review of the Administration of an Assessment Task**

Principals have made provision for a student to have the administration of an Assessment Task reviewed, within five school days after the Assessment Task has taken place. Marks or grades awarded, will not be subject to review as part of this process.

### **Assessment rank appeals**

After the final HSC Examination, students can obtain their rank order for assessment in each course via Students Online. If a **student** feels that their placement in any course is not correct, they should talk to their **class teacher** immediately. If a student is still not satisfied that the ranking is correct, they may apply to their Principal for a review

In the event of a student requesting an administrative review, this will be conducted by the assessment committee. Reviews are limited to the assessment process. The only matters that the school will consider are whether or not:

- the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in the relevant syllabus
- the procedures used by the school for determining the final assessment mark comply with its stated assessment program
- computational or other clerical errors have been made in the determination of the assessment mark.

- **CHS Procedures related to appeals to the NSW Education Standards Authority**

If a student is dissatisfied with the outcome of the school review, they may appeal to NESA. In such circumstances a **student** would advise the Principal that they would like to appeal

Students cannot appeal to NESA against the marks awarded for individual assessment tasks. NESA will consider only whether:

- the school review process was adequate for determining items
- the conduct of the review was proper in all respects.

NESA will not revise the assessment marks or rank order. If the appeal is upheld, NESA will direct the school to carry out a further review. Further details about reviews and appeals are on the assessment appeal form, which can be obtained from school. Appeals to NESA must be lodged at the school by the date on the form. No extension will be considered.



## Section III – NESAs Requirements/regulations relating to HSC External Examinations

The HSC Examination mark for Board Developed Courses is based on the student's performance in the external HSC Examination. The examination may involve more than one component, such as a written examination, a submitted work or a practical examination. There is no external HSC Examination for Board Endorsed Courses.

This section examines the external examination rules and regulations relating to the following.

- A. Submitted works:
- B. Examination dates and times
- C. Examination attendance rules
- D. Illness/misadventure during the HSC Examination period
- E. Equipment for the examinations
- F. Examination room procedures
- G. Conduct during the examinations

### A. SUBMITTED WORKS:

The following courses require students to undertake practical examinations or to submit works as part of the HSC Examination: Design and Technology, Drama, English Extension 2, Industrial Technology, Languages (except classical languages and Background Speakers courses), Music (all courses), Society and Culture, Visual Arts.

Students should refer to the assessment and examination materials for each course they are studying for specifications and other requirements relating to performances and submitted works. Performances and works that do not comply with the requirements may be penalised.

Students are required to certify that any submitted work is their own, and that any words, ideas, designs or workmanship of others have been acknowledged appropriately. The **class teacher** will monitor all submitted works through their development and is expected to keep records of individual student progress as per NESAs requirements specific to each subject. **Class teachers** and **Principals** must certify that the work has been done under the teacher's supervision, was the student's own work consistent with earlier drafts and other examples of the student's work, and was completed by the due date. If school staff cannot certify the work, the student may be awarded zero marks, or they may receive reduced marks. Students who are planning a work that will need to be worked on at home must obtain their teacher's permission first and procedures will be put in place to ensure appropriate monitoring can occur or, if this is not possible, the project may need to be changed.

Students who are repeating a course where a submitted work is required cannot submit any work entered and marked for the HSC in a previous year without the special permission of NESAs. If a major work was developed for a previous HSC Examination but not submitted, it may only be submitted in the current course with the approval of the assessment committee

A submitted work developed for one course may not be used either in full or in part for assessment in any other course.

All submitted works (other than those submitted electronically) will be returned after marking. Some works will be retained until the following year. While every care will be taken with them, NESAs accepts no responsibility for loss or damage to such works. It is the student's responsibility to arrange any insurance. The **class teacher** will provide advice regarding the packing of submitted works. Students intending to submit works in print or electronic format should keep copies.

The Languages oral examinations and the practical examinations for Music and Drama are held earlier than the written examinations and may be held at different locations. Advice about this will be sent to your school and will be

available on Students Online. The Languages oral examinations and the practical examinations are held during Term 3, and submitted works are to be completed during Term 3. Students are advised to check the NESAs website for precise dates.

## B. EXAMINATION DATES AND TIMES

NESA publishes the examination timetable on its website in Term Two and students can access their personalised HSC timetable via Students Online. It is your responsibility to obtain a timetable and read it carefully.

If a student misses an examination simply because they have misread the timetable, **the student** must contact their Principal immediately. Illness/misadventure appeals on these grounds will **not** be upheld and an examination mark of zero will be given. However, except in the case of courses for which there is no assessment mark, the student may still be eligible to receive a result in the course.

On the day of the first English examination, students must be at the examination location at least 30 minutes before the start of the examination. For all other papers, students must be at the examination location at least 10 minutes before the start of each examination.

If a student arrives more than one hour after the commencement of the examination, they will be admitted to the examination room, but will need to satisfy NESAs that their responses should be accepted for marking.

## C. EXAMINATION ATTENDANCE RULES

Students must sit for their examinations at the Centre they have been allocated (Cowra High School). If a student is unable to get to their examination centre because of unusual circumstances such as floods, **the student**, if possible, should contact the Deputy Principal. In some cases, the student may be advised to go to an alternative centre.

Students can only sit for examinations in the courses for which they have entered. Students are not permitted to change courses or add courses during the examinations. Students must sit for all examinations for which they have entered, unless prevented by illness or misadventure.

A student who has entered for an Extension course (other than Mathematics Extension 2) and fails to sit for the examination in the related 2-unit course, will not receive a result in either course unless an appeal is submitted and upheld by NESAs.

If English Extension 2 or Mathematics Extension 2 candidates fail to sit for the related Extension 1 examination, they will not receive a result in the Extension 2 course unless an appeal is submitted and upheld by NESAs.

## D. ILLNESS/MISADVENTURE DURING THE HSC EXAMINATION PERIOD

If a student cannot attend an examination because of illness or misadventure, **the student** should notify the Deputy Principal immediately.

If illness or misadventure occurs before the examination and the student is still able to attend, they should notify the Presiding Officer when entering the examination. Students must notify the Presiding Officer at any examination session, where their performance has been affected by illness or misadventure, or if a problem occurs during an examination

- **CHS Processes related to illness/misadventure during HSC Examinations.**

If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is their right and responsibility to lodge an illness/misadventure appeal.

Appeal forms and Higher School Certificate Examination Appeals Due to Illness or Misadventure: Information Guide



for Students are available from the Presiding Officer or the Deputy Principal. These documents provide further details of appeal procedures. It is important that you follow the instructions provided.

The process for illness /misadventure for HSC Exams is different to the illness and misadventure process for school based assessment tasks. Students are required to collect an official NESAs illness/misadventure form from the Presiding Officer or the Deputy Principal. There are four sections on the form that must be completed by the Student, a relevant independent expert, eg doctor or police officer, The Presiding Officer and The Principal. **Note:** A Doctors Certificate on its own will not be sufficient. The illness misadventure form must be lodged by the Principal within 7 days (for practical examinations, performances or submitted works) and within 7 days of the student's final HSC Examination (for all other examinations). Late appeals will be considered only in exceptional circumstances.

The illness/misadventure appeals process is designed for cases where, because of illness or misadventure, a student's performance in an examination is not a true measure of their achievement.

**It does not cover:**

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- loss of study time or facilities prior to the formal study vacation
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination
- conditions for which you have been granted disability provisions, unless you experience further difficulties
- courses that are undertaken as a self-tuition student.

It is important that students attend the examinations where possible, even in the case of illness/misadventure. NESAs will not uphold an illness/misadventure appeal if the reason for the absence is not considered to be sufficiently serious. Students should consult their school Principal before deciding not to attend an examination.

Students will be notified of the results of any appeal on the same day as the release of examination results. If an illness/misadventure appeal is upheld, the student will be awarded the higher of their examination mark and a mark derived from their assessment mark and unaffected components of the examination. The student's Record of School Achievement will indicate if this alternative is used. If a student is absent from an examination and lodges an illness/misadventure appeal that is declined by NESAs, they will not receive a result in that course.

## **E. EQUIPMENT FOR THE EXAMINATIONS**

Students may only take equipment listed below into the examination room:

- black pens (blue is also acceptable, but black is easier for markers to read)
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens.
- specific equipment (such as a calculator) is required for certain examinations and must be provided by the student
- monolingual and/or bilingual print dictionaries relating to the language being examined are permitted into certain Language examinations. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place

For the examinations in which scientific calculators are permitted, students may only use those calculators that appear on NESAs list of approved scientific calculators. Well before the examination, **the student** should check that their calculator is approved. The list of approved scientific calculators, as well as the separate criteria for calculators in the General Mathematics examination, can be found in the HSC Exams section of the NESAs website.

Before the examination begins, Presiding Officers and Examination Supervisors will inspect any equipment brought into the examination room.

The list of specific equipment for each of these examinations is available on the Equipment checklist page in the HSC Exams section of NESA's website. Equipment should bear only the original inscribed information. Students must supply materials that are in working order (this includes calculators). Illness/misadventure appeals on the grounds that examination equipment did not work correctly will not be accepted. Students are **not** permitted to borrow equipment during examinations.

#### **Equipment that is not permitted**

- Electronic dictionaries.
- Mobile phones
- Electronic devices, such as organisers, MP3 players and dictionaries, are not permitted in an examination room under any circumstances.

Presiding Officers and supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

### **F. EXAMINATION ROOM PROCEDURES**

Students must sit at the desk showing their name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.

Students are required to remove their watch and place it in clear view on the examination desk.

It is the student's responsibility to make sure that the correct examination paper has been provided for the course they have entered. When asked to do so by the supervisor, students must also check their examination papers to make sure that there are no pages missing.

#### **Reading time for examination papers is as follows:**

- 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2 unit English Courses
- 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
- 5 minutes of reading time for all other written examinations.

During reading time, students must not write, use any equipment including highlighters, or annotate their examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

#### **For all HSC Examinations students must:**

- Read the instructions on the examination paper, as well as all questions, carefully. Presiding Officers and supervisors are not permitted to interpret examination questions or instructions relating to questions
- Write their examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is preprinted
- Write clearly, preferably with black pen. While blue pen is also acceptable, black pen is easier for markers to read. Pencil may be used only where specifically directed
- Make sure that all answers are written in the correct answer booklets. If a student writes an answer in the wrong booklet, **the student** should notify the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Answers should not be rewritten, but all parts of the answers should be labeled and handed in
- Stop writing immediately when told to do so by the supervisor
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
- Complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before the student leaves the examination desk.

**For all HSC Examinations, Students must NOT:**

- Begin writing until instructed to do so by the Presiding Officer or supervisor
- Write their name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students
- Leave the examination room during the exam, except in an emergency. If a student has to leave and wants to return and resume the examination, they must be supervised while absent from the examination room
- Remove an examination paper from the examination room until the examination is over.

**G. CONDUCT DURING THE EXAMINATIONS**

Students must follow the day-to-day rules of the school where they sit for their examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate.

The Principal has the discretion to require all students at the school to remain in the examination room until the end of each examination.

The Presiding Officer and examination supervisors are in charge of students. When assembling before an examination, during the examination and after the examination until all students have left, students must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

Students must behave in a polite and courteous manner towards the supervisors and other students.

**Students must NOT:**

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
- speak to any person other than a supervisor during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- attend an examination while under the influence of alcohol or illegal drugs
- take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- smoke in the examination room
- eat in the examination room, except as approved by the Presiding Officer, eg for diabetic students
- take any writing booklets, whether used or not, from the examination room.
- Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.

Students who do not follow these rules, or cheat in the examinations in any way may be asked to leave the examination room, and you will be reported to NESAs. The penalty may be cancellation of the course concerned.

If a student does not make a serious attempt at an examination, they may not receive a result in that course and may not be eligible for the award of the Higher School Certificate.

Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to NESAs' attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded. Actions that may be illegal may be reported to the police.



## Section IV: Additional Information

This section provides information about

- A. HSC pathways
- B. Disability provisions
- C. Stage 6 Life Skills Assessment
- D. Acceleration
- E. Advanced Standing
- F. Granting of Leave
- G. Repeating courses
- H. University admission
- I. Student Enrolment after the commencement of the HSC Assessment Program
- J. HSC Students who have not met the Preliminary Requirements
- K. Where in the school can students, parents and staff go for advice?

### A. HSC PATHWAYS (ACCUMULATION)

Students may accumulate HSC Courses towards the Higher School Certificate over a period of up to five years. Preliminary courses may also be accumulated.

The five-year period is counted from the first year a student satisfactorily completes an HSC Course. It will apply regardless of whether or not studies are deferred for one or more years during the five year period. Accumulation of HSC Courses cannot extend beyond a five year period. This five year period is a 'rolling period' and students wishing to go beyond the five years will have the earliest year's course(s) deleted.

Students who are accumulating courses for the Higher School Certificate receive a Record of Achievement for each calendar year of study. These cumulative transcripts record all Preliminary and HSC Courses satisfactorily completed in the previous five years, including repeat attempts.

On completion of the accumulation, all requirements must have been met for both the Preliminary and the HSC patterns of study.

In the case of an accumulator who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs.

### B. DISABILITY PROVISIONS

The Principal may approve Disability examination provisions for the HSC Course if a student has a special need that would, in a normal examination situation, prevent him or her from:

- reading the examination questions; and/or
- communicating his or her responses

Principals have the Authority to decide on and to implement disability provisions for school-based assessment tasks including examinations.

Applications for known conditions can be submitted to NESAs from mid Term 4 in Year 11 and should be submitted as soon as possible. If students wish to apply for disability provisions, the **student** should inform the Head Teacher Welfare (see **CHS processes related to Disability Provisions**)

Emergency provisions can be arranged if students have an accident just before the examination that impairs their ability to undertake the examination. In such a case **the student** should immediately notify the Head Teacher Wellbeing or Year adviser.

Application for disability provisions should contain recent evidence of the disability and, in some cases, work examples. Students may need to organise any testing required early in the year to ensure their application reaches NESAs by the closing date. If applications do not contain sufficient evidence, NESAs' decision may be delayed.

**Disability provisions are not available:**

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language.

- **CHS Procedures related to Disability Provisions**

**A student** or parent on behalf of their student, may nominate to be considered for Disability Provisions **Class Teachers** or members of the **Learning Support Team (LST)** may also nominate students

Nominations for students to be considered for Disability Provisions for the following HSC year are to be made using the application form (see appendix – forms) and given to the Head Teacher Welfare. Students who have accessed Disability Provisions in the Preliminary Course will be automatically nominated to be considered for Disability Provisions for the HSC Course by the Head Teacher Wellbeing.

At the first Learning Support Team meeting of Term Four the individual particulars of each nominated student will be discussed. The School Counsellor will provide the primary advice in the decision making process at the LST meetings. A recommendation regarding Disability Provisions will be made about each student who is recommended by the LST.

To be considered for disability provisions, a student must meet specific criteria:

1 or more of the following

- a disability confirmation
- an ongoing medical condition
- an injury, illness or accident that may impact on their ability to complete an assessment task or examination
- significant learning delays (literacy levels at least 2 years below national minimum standards)

Provisions should be offered immediately from the commencement of the HSC Course or following the recommendation of Disability Provisions by the LST, providing Disability Provisions similar to those available for the HSC Examinations, for example, writers, additional time and separate supervision. For some students with disabilities alternative tasks may be devised.

All application processes relating to Formal Disability Provisions for HSC Examinations or submitted works including documentation, official application processes and the implementation of the Disability Provisions are overseen by the **Head Teacher Wellbeing**.

## **C. STAGE 6 LIFE SKILLS ASSESSMENT**

Student progress in Stage 6 (Year 11 and 12) Life Skills courses is assessed via the achievement of outcomes determined in their individual education plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

## **D. ACCELERATION**

Students may undertake Preliminary and/or HSC Courses in advance of their usual cohort or in less than NESAs' stated indicative times. The exceptions are VET Industry Curriculum Framework Courses and Beginners language courses. Decisions about the acceleration of Higher School Certificate students will be made by Principals in accordance with the principles contained in NESAs' Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

#### **E. ADVANCED STANDING**

Prior learning may exempt a student from certain course requirements and internal assessment tasks. Such exemption is called Advanced Standing. Advanced Standing normally applies to Preliminary courses but in certain circumstances may apply to aspects of HSC Courses. For more information, you should consult the Principal.

#### **F. GRANTING OF LEAVE**

The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved. Educational progress can be ensured by a variety of means, including assignments set by the school, tuition or private study, attendance at another school, distance education lessons and catching up.

#### **G. REPEATING COURSES**

A student may repeat one or more HSC Courses, but they must do so within the five year accumulation period. A course may not be counted more than once towards a student's HSC. The Universities Admissions Centre (UAC) will use the most recent result for a course in the calculation of the Australian Tertiary Admission Rank (ATAR) (see also section 7, 'HSC results').

#### **H. UNIVERSITY ADMISSION**

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

#### **I. STUDENT ENROLMENT AFTER THE COMMENCEMENT OF THE HSC ASSESSMENT PROGRAM**

- ***CHS Procedures relating to students who enter a HSC Course after the commencement of the HSC Assessment program.***

The Principal must be satisfied that students who are changing courses have satisfactorily completed the relevant Preliminary course (or equivalent), and that they will be able to complete all HSC Course requirements, including Assessment.

For students transferring into the school, the procedures in place should ensure that a fair and valid assessment mark can be calculated.

#### **J. HSC STUDENTS WHO HAVE NOT MET PRELIMINARY REQUIREMENTS**

- ***CHS Procedures related to monitoring the provisional entry of students into HSC Courses***

There is an expectation that all students commencing HSC Courses have met the requirements of the Preliminary Course in all subjects studied. Failure to do so may result in that student being ineligible to commence HSC Courses.

The Principal may, under special circumstances, allow a student who has received an 'N' determination in a Preliminary course, to proceed to an HSC Course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will, however, be required to confirm at the time of HSC Entries, that the student has now satisfactorily completed the relevant Preliminary course requirements and that their entry for the HSC Course is valid. Under such circumstances all outstanding work related to the N award must be finalised by the completion date, which will be negotiated with the student.

All details of communication with parents and students relating to the conditions applied to the provisional entry of students into HSC Courses should be documented.

#### **K. WHERE IN THE SCHOOL CAN STUDENTS, PARENTS AND STAFF GO FOR ADVICE?**

A copy of the ACE Manual and relevant NESA documents are available on NESA's website:

<https://ace.nesa.nsw.edu.au>

NESA Liaison Officers are located throughout the state and are available to assist schools with NESA's policies and practices relating to curriculum, assessment and credentialing.

Liaison Officers are listed on NESA's website <http://educationstandards.nsw.edu.au/wps/portal/nesa/who-we-are/contact-us>



## Section V: Appendices

### Consideration of Absence

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (**Documentary evidence must be provided**, except in exceptional circumstances)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

---

#### Recommendation of Assessment Committee: Application for Absence

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> and then to the assessment tab.





## Application for Extension

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on the consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

---

### Recommendation of Assessment Committee: Application for Extension

Subject/Course:

Assessment Task Number:

Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> and then to the assessment tab.



## Higher School Certificate Illness/Misadventure Form

Name:

Year:

Date:

Subject:

Teacher:

Assessment Task Number (As per Assessment Policy booklet):

Assessment Task Title:

*I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances).*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

Student's Signature:

Parent/Guardian's Signature:

Recommendation of Teacher/Head Teacher:

Signature of Teacher/Head Teacher:

-----  
Recommendation of Assessment Committee: Illness/Misadventure

Subject/Course:

Assessment Task Number:

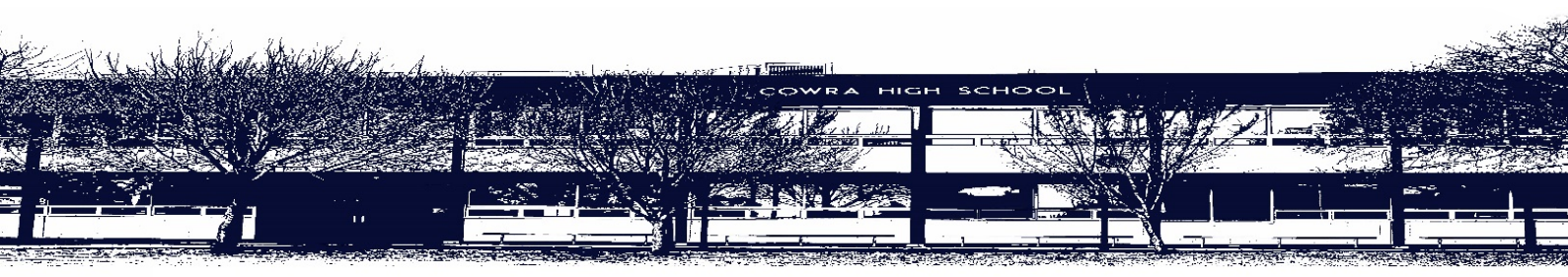
Assessment Task Title:

Principal/Deputy Principal:

Assessment Coordinator:

Date:

This form is located: <https://cowra-h.schools.nsw.gov.au> and then to the assessment tab.



**Assessment Notification – Common Cover Sheet**  
***Higher School Certificate Assessment Task Cover Sheet***

**Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Assessment Task Number (As per Assessment Policy booklet):** \_\_\_\_\_

**Assessment Task Title:** \_\_\_\_\_

**Assessment Weighting:** \_\_\_\_\_ %

**Date Distributed:** \_\_\_\_\_ **Date Due:** \_\_\_\_\_

*All Higher School Certificate Assessment Tasks, other than In Class tasks, must be handed in at the library between 8.30am and 8.55am (before the first morning bell) on the due date. Zero marks if the Assessment Task is submitted late, unless an Illness/ Misadventure or application for extension form has been submitted.*

**Comments by Teacher:**

**Assessment Criteria/Marking Rubric:**

Attach copy given to you when task was distributed.

---

**Higher School Certificate Assessment Submission Receipt**

**Student's Name:** \_\_\_\_\_ **Assessment Task Title:** \_\_\_\_\_

**Date received to Student:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Teacher's Signature:** \_\_\_\_\_

**Subject Name:** \_\_\_\_\_ **Class Title:** \_\_\_\_\_

**This form is located:** <https://cowra-h.schools.nsw.gov.au> and then to the assessment tab.



**Higher School Certificate  
Non-Completion of Course Determination**

**Student Appeal Form**

*This form should be completed only if the student feels that he/she has met NSW Education Standards Authority (NESA)' course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements. If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by \_\_\_\_\_.*  
(Principal to insert date)

**Student Name** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

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

**Student's Home Address:** \_\_\_\_\_  
\_\_\_\_\_

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

<b>Course Name</b> (Please list Extension courses separately)	<b>Course Number</b>

**Student Statement in Support of Appeal**

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

*My appeal is based on the following grounds:*

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


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


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


Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and Record of School Achievement (RoSA) timetable of actions for schools*. If the Principal declines your appeal you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*(if student is under 18 years of age)*





## Disability Provisions for High School Certificate

Disability Provisions for HSC Examinations are approved by NSW Education Standards Authority (NESA). This can be a lengthy process, which requires documentation to support.

If you wish to apply for Disability Provisions, please complete the form below, and return to Mrs Smith/Mrs Brien as soon as possible.

Student Name \_\_\_\_\_ Student Number: \_\_\_\_\_

Reason for application: \_\_\_\_\_

Do you have documentation to support your application? (eg: doctor's certificates, letters from other health professionals)

\_\_\_\_\_  
\_\_\_\_\_

Have you previously had Special Provisions for exams at Cowra High School?

\_\_\_\_\_  
If so, what were they?

\_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Section VI: Assessment Calendar

### I. School Term Dates

<b>Term 4, 2020</b>	12 October 2020 – 16 December 2020 (10 weeks)
<b>Term 1, 2021</b>	28 January 2021 – 1 April 2021 (10 weeks)
<b>Term 2 - 2021</b>	20 April 2020 – 25 June 2020 (10 weeks)
<b>Term 3 - 2021</b>	13 July 2020 – 17 September 2020 (10 weeks)

### II. Examination Dates

<b>Trial Higher School Certificate Examinations</b>	<b>Term 3, 2021: Weeks 4 and 5</b> 2 <sup>nd</sup> – 13 <sup>th</sup> August, 2020
---	---

## Assessment Calendar Term 4, 2020

<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			12 October
2			19 October
3	Hospitality VET	Work Placement	26 October
4	TVET VET	Work Placement Work Placement	2 November
5	VET	Work Placement	9 November
6	Physics	Practical Task	16 November
7	Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Numeracy CEC	Assignment/Investigation Assignment/Investigation In-Class Test Assignment/Investigation 1 Assignment/Investigation Assignment/Investigation 1	23 November
8	Ancient History Biology Business Studies Design and Technology Economics Industrial Technology - Timber Modern History SLR	Source Based Task Topic Test In-Class Test Project Proposal Presentation In-Class Test Designing and Planning Presentation Research Task Task 1	30 November
9	Aboriginal Studies Agriculture Chemistry English Advanced English Standard English Studies Exploring Early Childhood Legal Studies	Source Study Planting Density Trial Alcohol Production Depth Study Texts and Human Experiences Texts and Human Experiences Texts and Human Experiences Promoting Positive Behaviour In-Class Test	7 December
10	CAFS English Extension 1  Japanese Beginners Japanese Continuers Music 1 PDHPE  Society and Culture Visual Arts	IRP Imaginative Response and Reflection Statement My Travel Itinerary Travel Vlog Topic 1 - Presentation Factors Affecting Performance Assessment Research Task Development of the Body of Work	14 December



## Assessment Calendar Term 1, 2021

WEEK	SUBJECT	ASSESSMENT	DATE
1			25 January
2	History Extension	History Project	1 February
3	Design and Technology Industrial Technology	Case Study Industry Study	8 February
4	Legal Studies Society and Culture VET	Research Essay Research Methodologies Work Placement	15 February
5	Modern History VET	In-Class Test Work Placement	22 February
6	Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Numeracy CEC Physics	In-Class Test In-Class Test Assignment/Investigation In-Class Test In-Class Test Assignment/Investigation 2 Depth Study	1 March
7	Ancient History Biology PDHPE VET	Historical Analysis Depth Study Improving Performance Assessment Work Placement	8 March
8	Agriculture Business Studies CAFS Dance Economics SLR	Animal Production Oral Presentation Research Task Groups in Context Performance and Composition Research Task Task 2	15 March
9	English Advanced English Standard Exploring Early Childhood Music 1 Visual Arts TVET	Textual Conversation Language Identity and Culture Learning Experience for Young Children Composition Portfolio Written Research Task Work Placement	22 March
10	Aboriginal Studies English Studies	Major Project Interview and Reflection Statement	29 March

## Assessment Calendar Term 2, 2021

<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			19 April
2	Chemistry	Equilibrium Topic Test	26 April
3	Modern History TVET VET	Historical Analysis Work Placement Work Placement	3 May
4	Ancient History Japanese Beginners Japanese Continuers	Research Task Application to University/Work in Japan Environmental Petition	10 May
5	Biology English Advanced English Extension 1 English Standard	Practical Task Craft of Writing Critical Response with Related Text Craft of Writing	17 May
6	CAMDEN CAFS Numeracy CEC	Social Impact of Technology Assignment/Investigation 3	24 May
7	Agriculture Music 1 PDHPE	Research Report Presentation of Core Performance Health Priorities in Australia Assessment	31 May
8	Business Studies Chemistry Dance  Economics Legal Studies SLR Society and Culture	Source Based Task Acid-Base Practical Task Performance Composition and Major Study  Source Based Task Short Answer Responses Task 3 In-Class Test	7 June
9	Exploring Early Childhood VET	Children's Literature Work Placement	14 June
10	Aboriginal Studies Design and Technology  Industrial Technology  Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 Mathematics Standard 1 Mathematics Standard 2 Physics	In-Class Test Project Development and Management Report Report Project Development and Management Report Report In-Class Test In-Class Test In-Class Test Assignment/Investigation 2 In-Class Test Skills Test	21 June



# Section VII: Subjects, Course Components, Outcomes Assessed and Weight

## Aboriginal Studies Assessment Schedule

**Course Overview:** Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Study Social Justice and Human Rights Issues	Major Project	In-class Essay Heritage and Identity	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week10	Term 2, Week 10	Term 3, Week 4-5	
	Outcomes assessed H1.1, H1.2, H3.2, H3.3	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	Outcomes assessed H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3	
Knowledge and understanding of course content	5	5	5	25	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	10	5		25
Research and inquiry methods, including aspects of the Major Project		15	5		20
Communication of information, ideas and issues in appropriate forms		10	5		15
<b>Total %</b>	<b>15</b>	<b>40</b>	<b>20</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes:

H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples  
H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples  
H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping  
H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity  
H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life  
H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination  
H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities  
H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples  
H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives  
H4.2 undertakes community consultation and fieldwork and applies ethical research practices  
H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Aboriginal Studies Scope and Sequence:

The following scope and sequence covers the following content:

- Core Study: Social Justice and Human Rights – Global Perspective – 24 hours
- Social Justice and Human Rights Comparative Study – Criminal Justice – 18 hours
- Social Justice and Human Rights Comparative Study – Education – 18 hours
- Heritage and Identity – 24 hours
- Research and Inquiry Methods – Major Project – 36 hours

The Research and Inquiry Methods are integrated throughout Terms 4 and 1, as well as all periods during the last three weeks of Term 4.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Study: Social Justice and Human Rights Issues – Global Perspective Major Project - one period per week							Research and Inquiry Methods – Major Project		
	Assessment Task 1: Social Justice Source Study, 15%, Due: Week 9									
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3							H4.1, H4.2		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Global Perspective cont'd Major Project – one period per week		Social Justice and Human Rights Comparative Study – Criminal Justice						Social Justice and Human Rights Comparative Study - Education		
	Assessment Task 2: Major Project, 40%, Due Week 11										
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3		H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3						H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Social Justice and Human Rights Comparative Study - Education				Heritage and Identity					
	Assessment Task 3: Heritage and Identity In-class Essay, 20%, Week 10									
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.1, H4.3				H1.1, H1.2, H1.3, H2.1, H2.2, H3.2, H3.3, H4.1					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Heritage and Identity			<b>Trial Examinations</b>		<b>Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic</b>				
				<b>Assessment Task 4: Trial Examinations, 25%</b>						
	H1.1, H1.2, H1.3, H2.1, H2.2, H3.2, H3.3, H4.1			<b>Trial Examinations</b>						

## Agriculture Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Planting Density Trial	Animal Production Oral Presentation	Farm Product Study - Research Report	Trial HSC Examination	
<b>Timing</b>	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4 & 5	
<b>Outcomes assessed</b>	H1.1; H2.1; H4.1	H1.1; H2.2; H4.1	H3.1; H3.2; H3.3; H3.4	H1.1; H2.1; H2.2; H3.1; H3.2; H3.3; H3.4; H4.1; H5.1	
Components	Weighting %				
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	10	10	10	10	<b>40</b>
Skills in effective research, experimentation and communication	5	5	10		<b>20</b>
<b>TOTAL %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

### HSC course outcomes

#### A student:

- H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
- H2.1 describes the inputs, processes and interactions of plant production systems
- H2.2 describes the inputs, processes and interactions of animal production systems
- H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
- H3.2 critically assesses the marketing of a plant OR animal product
- H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
- H3.4 evaluates the management of the processes in agricultural systems
- H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
- H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

## Agriculture Scope and Sequence

The following scope and sequence covers the following content:

**9.1 Plant/Animal Production:** Animal production is dependent on plants, which in turn are dependent on the soil and water. Farmers aim to manage the physical and biological processes in soils, plants and animals to produce agricultural products in a sustainable manner. Students examine the ways in which farmers manage and manipulate these processes and systems to maximise outputs.

**9.2 Farm Product Study:** Farms are a part of a broader sector in which products are marketed and processed. Students examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.

**9.3 Electives: 1. Food, Fibre & Fuel Technologies:** This elective examines the role of biotechnology in the production of food, fibre and fuel in agricultural systems. It deals with the terminology and process of biotechnology at the gene level with an examination of the problems and benefits of genetic engineering and gene technology.

Term 4 2020	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	9.1 HSC Plant Production (32hrs)									
	<b>Assessment Task 1 - Mandatory Plant Density Trial (20%) - Due: Week 9</b>									
	H1.1; H2.1; H4.1									

Term 1 2021	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	9.1 HSC Animal Production (32 hrs)									9.2 Product Study (3hrs)
	<b>Assessment Task 2 - Animal Production Oral Presentation (20%) - Due: Week 8</b>									
	H1.1; H2.2; H4.1									H3.1; H3.2; H3.3; H3.4

Term 2 2021	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	9.2 Product Study (28hrs)								9.3 Elective Unit. (7hrs)	
	<b>Assessment Task 3 - Product Study Research Report (30%) - Due: Week 7</b>									
	H3.1; H3.2; H3.3; H3.4								H3.4; H4.1; H5.1	

Term 3 2021	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	9.3 Elective Unit (cont.) (10hrs)			TRIAL Examinations		9.3 Elective Unit (cont.) (11hrs)				
	<b>Assessment Task 4: Trial Examinations (30 %) Due: Week 4 &amp; 5</b>									
	H3.4; H4.1; H5.1						H3.4; H4.1; H5.1			

# Biology Assessment Schedule

## Course Overview:

The study of *Biology in Stage 6* enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	Depth Study	Practical Task	Trial Examination	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 5	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 12-12	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-5 BIO 11/12-7 BIO 11/12-8 BIO 12-13 BIO 12-14	BIO 11/12-2 BIO 11/12-3 BIO 11/12-6 BIO 12-14	BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO 12-15	
Knowledge and understanding of course content	15	5	5	15	<b>40</b>
Skills in Working Scientifically	5	25	15	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcome

**BIO 12-1** develops and evaluates questions and hypotheses for scientific investigation

**BIO 12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**BIO 12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**BIO 12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**BIO 12-5** analyses and evaluates primary and secondary data and information

**BIO 12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**BIO 12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**BIO 12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO 12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO 12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**BIO 12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease



# Biology Scope and Sequence

The following scope and sequence covers the following content:

**Unit 5 Heredity:** understanding the cellular processes involved in increasing genetic diversity, investigate reproduction and inheritance patterns in both plants and animals as well as the role of DNA in polypeptide synthesis and the uses of technologies in the study of inheritance patterns.

**Unit 6 Genetic Change:** natural and human-induced causes and effects of genetic change, investigate how the processes of inheritance and evolution are applied, evaluate the applications of biotechnology to medicine and agriculture.

**Unit 7 Infectious Disease:** the treatment, prevention and control of infectious disease both locally and globally, includes study of the human immune system and its response to an infectious disease.

**Unit 8 Non-infectious Disease:** the causes and effects of non-infectious diseases on human health, explore technologies and their uses in treating disease and disorders as well as the epidemiology of non-infectious disease in populations.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit 5 Heredity								Unit 6 Genetic change	
	<b>Assessment Task 1: Skills Test, 20%, Due: Week 8</b>									
	BIO12-4, BIO12-6, BIO12-7, BIO12-12								BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit 6 Genetic Change (continued)							Unit 7 Infectious Disease		
	<b>Assessment Task 2: Depth Study Report, 30%, Due: Week 7 Term 1</b>									
	BIO12-1, BIO12-4, BIO12-6 BIO12-7, BIO12-13							BIO12-1, BIO12-2, BIO12-3, BIO12-14		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit 7 Infectious Disease (continued)					Unit 8 Non-infectious Disease				
	<b>Assessment 3: Practical Task 2, 20%, Week 4-5 Term 2</b>									
	BIO12-1, BIO12-2, BIO12-3, BIO12-14					BIO12-5, BIO12-6, BIO12-7, BIO12-15				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit 8 Non-infectious Disease (continued)			<b>Trial Examinations weeks 4-5</b>						
	<b>Assessment Task 4: Trial Examinations 30 %</b>									
	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15									

## Business Studies Assessment Schedule

### Course Overview:

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life. As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Test Operations	Research Task Marketing	Source Based Task Finance	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
	Outcomes assessed H2 H4 H5 H9	Outcomes assessed H4 H6 H7 H8 H9	Outcomes assessed H2 H3 H4 H5 H6 H7	Outcomes assessed H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content	10	10		20	<b>40</b>
Stimulus based skills		5	5	10	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of business information, ideas, and issues in appropriate forms	10		10		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes:

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

## Business Studies Scope and Sequence:

The following scope and sequence covers the following content:

Operations – 30 hours

Marketing – 30 hours

Finance – 30 hours

Human Resources – 30 hours.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Operations									Marketing
	Assessment Task 1: In Class Test, 20%, Due: Week 8									Assessment Task 2: Research Task, 25%, Due Week 8
	H1, H2, H3, H4, H5, H6, H7, H8 H9									H1, H2, H3, H4, H5, H6, H7, H8 H9, H10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Marketing								Finance		
	Assessment Task 2: Research Task, 25%, Due Week 8								Assessment Task 3: Source Based Task, 25%, Due Week 8		
	H1, H2, H3, H4, H5, H6, H7, H8 H9, H10								H2, H3, H4, H5, H6, H7, H8 H9, H10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Finance					Human Resources				
	Assessment Task 3: Source Based Task, 25%, Due Week 8									
	H2, H3, H4, H5, H6, H7, H8 H9, H10					H2, H3, H4, H5, H6, H7, H8 H9				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Human Resources			Trial Examinations		Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic				
				Assessment Task 4: Trial Examinations						
	H2, H3, H4, H5, H6, H7, H8 H9			Trial Examinations						

## Chemistry Assessment Schedule

### Course Overview:

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Alcohol Production Depth Study	Equilibrium Topic Test	Acid-Base Practical Task	Trial Examination	
	Term 4, Week 9	Term 2, Week 2	Term 2, Week 8	Term 3, Week 4-5	
	Outcomes assessed CH12-1 CH12-2 CH12-3 CH12-5 CH12-7 CH12-14 CH12-15	Outcomes assessed CH12-4 CH12-5 CH12-6 CH12-12	Outcomes assessed CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-13	Outcomes assessed CH12-2, CH12-4 CH12-5, CH12-6 CH12-7, CH12-12 CH12-13 CH12-14 CH12-15	
Knowledge and understanding of course content	15	5	5	15	40
Skills in Working Scientifically	20	15	10	15	60
Total %	35	20	15	30	100

### Assessment Syllabus Outcome

**CH12-1** develops and evaluates questions and hypotheses for scientific investigation

**CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH12-5** analyses and evaluates primary and secondary data and information

**CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

## Chemistry Scope and Sequence

The following scope and sequence covers the following content:

**Module 5:** Chemical Equilibrium and Acid Reactions, where students study the effects of changes in temperature, concentration of chemicals and pressure on equilibrium systems, and consider that these can be predicted by applying Le Chatelier's principle.

**Module 6:** Acid/base Reactions, where students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the many chemical reactions of acids.

**Module 7:** Organic Chemistry, where students focus on the principles and applications of chemical synthesis in the field of organic chemistry. Current and future applications of chemistry include techniques to synthesise new substances – including pharmaceuticals, fuels and polymers – to meet the needs of society.

**Module 8:** Applying Chemical Ideas, where students investigate a range of methods used to identify and measure quantities of chemicals. They investigate and process data involving the identification and quantification of ions present in aqueous solutions.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Module 7 – Organic Chemistry, Module 8 – Applying Chemical Ideas IQ 2 and 3									
	Assessment Task 1: Alcohol Production Depth Study, 35%, Due: Week 9									
	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7, CH12-14, CH12-15									
<b>Term 1</b>	Module 7, Module 8 IQ 2 and 3									
	Module 5 – Equilibrium and Acid Reactions									
	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-7, CH12-14, CH12-15									
<b>Term 2</b>	Module 5 – Equilibrium and Acid Reactions									
	Module 6 – Acid/base Reactions									
	Assessment 2: Equilibrium Topic Test, 15%, Week 2									
<b>Term 3</b>	Assessment 3: Acid-Base Practical Test, 15%, Week 8									
	CH11/12-4, CH11/12-5, CH11/12-6, CH12-12									
	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13									
<b>Term 3</b>	Module 6 – Acid/base Reactions									
	Trial Examinations									
	Module 8 IQ 1									
<b>Term 3</b>	Revision									
	Assessment Task 4: Trial Examinations, 35%									
	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-13									
<b>Term 3</b>	CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15									
	CH11/12-3, CH11/12-6, CH12-15									

## Community & Family Studies Assessment Schedule

<b>Course Overview:</b> Community and Family Studies Stage 6 aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	IRP	Groups in Context	Social Impact of Technology	Final Exam	
	Term 4, Week 10	Term 1, Week 8	Term 2, Week 6	Term 3, Week 4/5	
	<b>Outcomes assessed</b> 4.1, 4.2	<b>Outcomes assessed</b> 1.1, 2.2, 3.1, 3.3, 5.1, 6.2	<b>Outcomes assessed</b> 3.4, 4.1, 4.2	<b>Outcomes assessed</b> ALL OUTCOMES	
<b>Knowledge and understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	15	15	10	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

## Community& Family Studies Scope and Sequence

The following scope and sequence covers the following content:

- HSC core: Research Methodology - This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated by the teacher. The skills and understanding related to research methodology should be developed throughout the study of both the Preliminary and HSC courses.
- HSC core: Groups in Context - This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups.
- HSC core: Parenting and Caring - In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant.
- HSC option: Social Impact of Technology - In this module, students examine perceptions of technology and investigate historical influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Research Methodology									
	Assessment Task 1: IRP 25%									Due: Week 10
	4.1, 4.2									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 1</b>	Groups in Context								Social Impact of Technology			
	Assessment Task 2: Groups in Context 25%							Due: Week 8				
	1.1, 2.2, 3.1, 3.3, 5.1, 6.2											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Social Impact of Technology						Parenting & Caring			
	Assessment Task 3: Social Impact of Technology 20%					Due: Week 6				
	3.4, 4.1, 4.2									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Parenting & Caring			Trial Examinations		Catch Up / Revision				
				Assessment Task 4: Trial Examinations 30%						
				ALL OUTCOMES						

## Construction Assessment Schedule

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos,	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 - Working safely in the construction industry	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry (Core)	X			X
Cluster 2 - Carpentry Basics	CPCCCA2011A	Handle carpentry materials (B)	X	X		X
	CPCCCA2002B	Use carpentry tools and equipment (B)				
Cluster 3 - White Card	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X		X
Cluster 4 - Levelling	CPCCCM2006B	Apply basic levelling procedures (H)	X	X		X
Cluster 5 - Reading plans	CPCCCM2001A	Read and interpret plans and specifications (Core)		X		X
Cluster 6 - Prepare for concreting	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground (B)	X	X	X	
	CPCCCM1015A	Carry out measurements & calculations (Core)				
Cluster 7 - Group Project	CPCCCM1013A	Plan and organise work (Core)	X	X	X	X
	CPCCCM2004A	Handle construction materials (H)				
Cluster 8 - Skills into action	CPCCCM1012A	Work effectively and sustainably in the construction Industry (Core)			X	X
	CPCCCM1014A	Conduct workplace communication (Core)				
Choose Option 1 OR Option 2 in Cluster 9 to gain the qualification and be eligible for the HSC						
Cluster 9 – Option 1 - Joinery	CPCCJN2001A	Assemble components (F)	X	X	X	X
	CPCCJN2002B	Prepare for off-site manufacturing process (F)				



## Construction Scope and Sequence

Cowra High School										
Qualification: CPC20211 Certificate II in Construction Pathways										
<b>HSC Course: 2020/2021</b>										
Unit Code	Unit Title	NESA hrs	Term 4		Term 1		Term 2		Term3	
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10
CPCCCA2003A CPCCCM1015A	Erect and dismantle formwork for footings and slabs on ground Carry out measurements & calculations	25 20	C6							
CPCCCM1013A CPCCCM2004A	Plan and organise work Handle construction materials	10 20			C7					
CPCCCM1012A CPCCCM1014A	Work effectively and sustainably in the construction Industry Conduct workplace communication	25 10					C8			
CPCCJN2001A CPCCJN2002B	Assemble components Prepare for off-site manufacturing process	15 10						C9 - 1		

## Dance Assessment Schedule

<b>Course Overview:</b>					
Dance in Stage 6 is designed for students to experience, understand and value dance as an artform through the study of the performance, composition and appreciation of dance.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Performance & Composition	Performance, Composition & Major Study	Performance, Composition & Major Study <b>Practical Trial Examinations</b>	Formal Written Appreciation	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 2	Term 3, Week 8	
	<b>Outcomes assessed</b> Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4	<b>Outcomes assessed</b> Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4 Major Study: H1.1, 1.2, 1.3, 1.4	<b>Outcomes assessed</b> Performance: H2.1, 2.2, 2.3 Composition: H3.1, 3.2, 3.3, 3.4 Major Study: H1.1, 1.2, 1.3, 1.4	<b>Outcomes assessed</b> H4.1, 4.2, 4.3, 4.4, 4.5	
<b>Core Performance</b>	5	5	10		<b>20</b>
<b>Core Composition</b>	5	5	10		<b>20</b>
<b>Core Appreciation</b>				20	<b>20</b>
<b>Major Study Performance</b>		20	20		<b>40</b>
<b>Total %</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an artform
- H1.3 appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance
- H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an artform
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation

## Dance Scope and Sequence

The following scope and sequence covers the following content:

**Core Performance including Safe Dance Practice:** Area of study 1 – Dance Technique, Area of study 2 – The elements of dance as they relate to performance, Area of study 3 –the core performance dance, Creation of Core Performance pieces

**Dance Composition:** Brain storm ideas and concepts using visual and auditory stimuli, Selection of composition concept, Start creating shapes to form possible, motif/s, Generating movement, Manipulation of motif/s

**Dance Appreciation:** Skill of analysis and introduction to Core appreciation works – Bangarra Dance Theatre and Sarabande – Jiri Kylian, First impressions, Research tasks on Bangarra Dance Theatre and Jiri Kylian background training and context of the work, Examine intent of Terrain and Sarabande

**Major Study:** Area of study 1 – Dance Technique, Dance Technique applied to Performance Quality, Area of Study 2- Performance quality, Area of study 3 – Interpretation, Area of study 4 – Relevant music principles, Area of study 5 – General characteristics of dance performance, Area study 6- the language of dance.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	1. Core Performance including Safe Dance Practice 2. Dance Composition 3. Dance Appreciation 4. Major Study									
	<b>NO ASSESSMENT TERM 4</b>									
	1. H2.1, H2.2, H2.3 2. H3.1, H3.2, H3.3, H3.4 3. H4.1, H4.2, H4.3, H4.4, H4.5 4. H1.1, H1.2, H1.3, H1.4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	1. Core Performance including Safe Dance Practice 2. Dance Composition 3. Dance Appreciation 4. Major Study										
	<b>Assessment Task 1: Performance (5%) &amp; Composition (5%) Due: Week 8</b>										
	1. H2.1, H2.2, H2.3 2. H3.1, H3.2, H3.3, H3.4 3. H4.1, H4.2, H4.3, H4.4, H4.5 4. H1.1, H1.2, H1.3, H1.4										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	1. Core Performance including Safe Dance Practice 2. Dance Composition 3. Dance Appreciation 4. Major Study									
	<b>Assessment Task 2: Performance (5%), Composition (5%) &amp; Major Study (20%) Due: Week 8</b>									
	1. H2.1, H2.2, H2.3 2. H3.1, H3.2, H3.3, H3.4 3. H4.1, H4.2, H4.3, H4.4, H4.5 4. H1.1, H1.2, H1.3, H1.4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	1. Core Performance including Safe Dance Practice 2. Dance Composition 3. Dance Appreciation 4. Major Study			<b>Trial Examinations</b>						
	<b>Assessment Task 3: Performance (10%), Composition (10%) &amp; Major Study (20%) Due: Week 2</b>									
	1. H2.1, H2.2, H2.3 2. H3.1, H3.2, H3.3, H3.4 3. H4.1, H4.2, H4.3, H4.4, H4.5 4. H1.1, H1.2, H1.3, H1.4									

# Design and Technology Assessment Schedule

## Course Overview:

The HSC course is 120 indicative hours and includes the development and realisation of the major design project, a case study of an innovation and other teaching and learning activities. The comprehensive study of design and the processes of designing and producing that were studied in the Preliminary course are synthesised and applied. The major design project involves students selecting and applying appropriate design, production and evaluation skills to a product, system or environment which satisfies an identified need or opportunity. Students have developed a wide range of skills and knowledge in the Preliminary course and in the HSC course are able to select and use those skills and knowledge appropriate to their selected project. The students relate the techniques and technologies used in industrial and commercial settings to those used in the development of design projects. The case study involves the critical analysis of an innovation. By conducting a detailed case study of an innovation, students will be able to identify the factors underlying the success of the innovation; analyse ethical issues in relation to the innovation; and discuss the impact of the innovation on Australian society. They may also be able to apply processes similarly in the exploration and development of the major design project.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Project Proposal Presentation (Statement, Timeline, Budget, Investigation, Ideas, Evaluation Criteria)</b>	<b>Innovation and Emerging Technology Case Study</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 3	Term 2, Week 10	Term 3, Week 4/5	
	<b>Outcomes assessed</b> H2.1, H4.1, H4.2	<b>Outcomes assessed</b> H2.2, H3.1, H3.2, H6.2	<b>Outcomes assessed</b> H4.3, H5.1, H5.2, H6.1	<b>Outcomes assessed</b> H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content		20	20		<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	20		10	30	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Design and Technology Scope and Sequence

The following scope and sequence covers the following content:

- Innovation and Emerging Technologies
- Designing and Producing
  - Project Proposal and Project Management
  - Project Development and Realisation
  - Project Evaluation

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b>	<b>Project Proposal and Project Management – Major Project</b>								<b>Innovation and Emerging Technologies</b>		
	Assessment Task 1: Project Proposal & Presentation 20% Due : Term 4 Week 8										
	H2.1, H4.1, H4.2								H2.2, H3.1, H3.2, H6.2		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>Innovation and Emerging Technologies</b>			<b>Project Development and Realisation – Major Project</b>						
	Assessment Task 2: Innovation & Emerging Technology Case Study 20% Due: Term 1 Week 3									
	H2.2, H3.1, H3.2, H6.2			H4.3, H5.1, H5.2, H6.1						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	<b>Project Development and Realisation – Major Project</b>									Assessment Task 3: Project Development & Realisation Report 30% Due: Term 2 Week 10
	H4.3, H5.1, H5.2, H6.1									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	<b>Project Evaluation – Major Project</b>			<b>Trial Examination</b>		<b>Revision of all Syllabus Content At least 2 hours for each topic</b>				
				Assessment Task 4: Trial HSC Examination 30% Due: Term 3 Week 4-5						
	H4.3, H5.1, H5.2, H6.1			<b>Trial Examination</b>						

## Economics Assessment Schedule

### Course Overview:

A key feature of this syllabus is its 'problems and issues' approach to the teaching and learning of economics. The goal of this approach is to relate the content of economics to the economic problems and issues experienced by individuals and society.

The key issues are; economic growth and quality of life, unemployment, inflation, external stability, distribution of income, and environmental sustainability.

In the HSC course, the problems and issues are studied in relation to the national, regional and global economies.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In Class Test The Global Economy	Research Task Free Trade Agreements	Source Based Task Economic Issues	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4-5	
	Outcomes assessed H1 H2 H3 H8 H10	Outcomes assessed H1 H2 H4 H8 H9 H10 H12	Outcomes assessed H1 H2 H4 H7 H9 H10 H12	Outcomes assessed H1 H2 H3 H4 H5 H6 H7 H8 H10 H11	
Knowledge and understanding of course content	10	10		20	<b>40</b>
Simulus based skills		5	5	10	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of business information, ideas, and issues in appropriate forms	10		10		<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes:

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines

## Economics Scope and Sequence

The following scope and sequence covers the following content:

- The Global Economy – 30 hours
- Australia's Place in the Global Economy – 30 hours
- Economic Issues – 30 hours
- Economic Policies and Management – 30 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	The Global Economy									Australia's Place in the Global Economy
	Assessment Task 1: In Class Test, 20%, Due: Week 8									
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12									H1, H2, H4, H5, H7, H8 H9, H10, H11, H12

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Australia's Place in the Global Economy								Economic Issues		
	Assessment Task 2: Research Task, 25%, Due Week 8										
	H1, H2, H4, H5, H7, H8 H9, H10, H11, H12								H1, H2, H4, H7, H9, H10, H11, H12		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Economic Issues					Economic Policies and Management				
	Assessment Task 3: Source Based Task, 25%, Due Week 8									
	H1, H2, H4, H7, H9, H10, H11, H12					H1, H2, H5, H6, H7, H9, H10, H11, H12				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Economic Policies and Management			<b>Trial Examinations</b>		<b>Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic</b>				
				<b>Assessment Task 4: 30% Trial Examinations</b>						
	H1, H2, H5, H6, H7, H9, H10, H11, H12			<b>Trial Examinations</b>						

## English Advanced Assessment Schedule

<b>Course Overview:</b>					
<ul style="list-style-type: none"> <li>• <b>Common Module – Texts and Human Experiences</b></li> <li>• <b>Module A – Textual Conversations</b></li> <li>• <b>Module B – Critical Study of Literature</b></li> <li>• <b>Module C – Craft of Writing</b></li> </ul>					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Common Module: Texts and Human Experiences</b>  Multimodal presentation using prescribed text and related material	<b>Module A: Textual Conversations</b>  Comparative extended response	<b>Module C: Craft of Writing</b>  Portfolio and reflection statement	<b>Trial HSC Examination</b>  Paper 1 - Common Module Paper 2 - Modules A, B & C	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
Knowledge and understanding of course content	EA12-1, EA12-2, EA12-4, EA12-6	EA12-3, EA12-6, EA12-7, EA12-8	EA12-3, EA12-5, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes;

**EA12-1** independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA12-3** critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**EA12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA12-6** investigates and evaluates the relationships between texts

**EA12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

**EA12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



## English Advanced Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module A – Textual Conversations (30 hours)
- Module B – Critical Study of Literature (30 hours)
- Module C – Craft of Writing (30 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)									
	Assessment Task 1: Multimodal Presentation with related material 30% Due: Week 9									
	EA12-1, EA12-2, EA12-4 & EA12-6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Module A – Textual Conversations <i>Hagseed</i> (prose) and <i>The Tempest</i> (Shakespeare)									Module C – Craft of Writing	
	Assessment Task 2: Comparative Extended Response 25% Due: Week 9										
	EA12-3, EA12-6, EA12-7 & EA12-8									EA12-3, EA12-5 & EA12-9	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Module C – Craft of Writing					Module B – Critical Study of Literature <i>A Doll's House</i> (play)				
	Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 5									
	EA12-3, EA12-5 & EA12-9					EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7 & EA12-8				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Module B – Critical Study of Literature <i>A Doll's House</i> (play)			<b>Trial Examinations 20%</b>		HSC Revision				
				Assessment Task 4						
	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7 & EA12-8			EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8						

## English Extension 1 Assessment Schedule

<b>Course Overview:</b>					
<ul style="list-style-type: none"> <li>• <b>Common Module – Literary Worlds</b></li> <li>• <b>Electives – Worlds of Upheaval</b></li> </ul>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>		<b>Weighting %</b>
	Imaginative Response and Reflection Statement	Critical Response with Related Text	Trial HSC Examination		
	Term 4, Week 10	Term 2, Week 5	Term 3, Week 4/5		
	<b>Outcomes assessed</b> EE12-2, EE12-4 & EE12-5	<b>Outcomes assessed</b> EE12-1, EE12-2, EE12-3 & EE12-4	<b>Outcomes assessed</b> EE12-2, EE12-3, EE12-4 & EE12-5		
Knowledge and understanding of texts and why they are valued	15	20	15		<b>50</b>
Skills in complex analysis composition and investigation	15	20	15		<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

### **Assessment Syllabus Outcomes;**

**EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

**EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

**EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

**EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

**EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# English Extension 1 Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Literary Worlds
- Elective – Worlds of Upheaval

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common Module – Literary Worlds <i>Various Texts</i>									
	Assessment Task 1: Imaginative Response and Reflection 30% Due: Week 10									
	EE12-2, EE12-4 & EE12-5									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Module – Worlds of Upheaval <i>Frankenstein</i>								Module – Worlds of Upheaval <i>Waiting for Godot</i>		
	EE12-1, EE12-2, EE12-3 & EE12-4								EE12-1, EE12-2, EE12-3 & EE12-4		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module – Worlds of Upheaval <i>Waiting for Godot</i>				Module – Worlds of Upheaval <i>Seamus Heaney Poetry</i>					
	Assessment Task 2: Critical Response with Related Text 40% Due: Week 5									
	EE12-1, EE12-2, EE12-3 & EE12-4				EE12-1, EE12-2, EE12-3 & EE12-4					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module – Worlds of Upheaval <i>Seamus Heaney Poetry</i>			Trial Examinations 30%		HSC Revision				
				Assessment Task 3						
	EE12-1, EE12-2, EE12-3 & EE12-4			EE12-2, EE12-3, EE12-4 & EE12-5						

## English Standard Assessment Schedule

### Course Overview:

- Common Module – Texts and Human Experiences
- Module A – Language, Identity and Culture
- Module B – Close Study of Literature
- Module C – Craft of Writing

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Common Module: Texts and Human Experiences</b>  Multimodal presentation using prescribed text and related material	<b>Module A: Language Identity and Culture</b>  Sustained response with a stimulus	<b>Module C: Craft of Writing</b>  Imaginative text and reflection statement	<b>Trial HSC Examination</b>  Paper 1 - Common Module Paper 2 - Modules A, B & C	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4/5	
	<b>Outcomes assessed</b>  EN12-2, EN12-4, EN12-6	<b>Outcomes assessed</b>  EN12-1, EN12-7, EN12-8	<b>Outcomes assessed</b>  EN12-3, EN12-5, EN12-9	<b>Outcomes assessed</b>  EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes;

**EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EN12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

**EN12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

**EN12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

**EN12-6** investigates and explains the relationships between texts

**EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds

**EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning

**EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# English Standard Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences (30 hours)
- Module A – Language, Identity and Culture (30 hours)
- Module B – Close Study of Literature (30 hours)
- Module C – Craft of Writing (30 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)									
	Assessment Task 1: Multimodal Presentation with related material 30% Due: Week 9									
	EN12-2, EN12-4 & EN12-6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Module A – Language, Identity and Culture <i>Henry Lawson</i> (prose)									Module C – Craft of Writing	
	Assessment Task 2: Extended Response 25% Due: Week 9										
	EN12-1, EN12-7 & EN12-8									EN12-3, EN12-5 & EN12-9	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Module C – Craft of Writing					Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)				
	Assessment Task 3: Imaginative Text and Reflection 25% Due: Week 5									
	EN12-3, EN12-5 & EN12-9					EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7 & EN12-8				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)			Trial Examinations 20%		HSC Revision				
				Assessment Task 4						
	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7 & EN12-8			EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8						

## English Studies Assessment Schedule

### Course Overview:

- **Common Module – Texts and Human Experiences**
- **Module L: Who Do I Think I Am? – English and the Self**
- **Module F: MiTunes and Text – English and the Language of Song**
- **Module C: On the Road – English and the Experience of Travel**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Common Module: Texts and Human Experiences</b>  Multimodal presentation using prescribed text and related material	<b>Module L: Who Do I Think I Am?</b>  Interview and Reflection Statement	<b>Module F: MiTunes and Text</b>  Portfolio of work	<b>Trial HSC Examination</b>  Paper 1 – Common Module, Writing Skills and Modules (responding to a stimulus)	
	Term 4, Week 9	Term 1, Week 10	Term 3, Week 3	Term 3, Week 4/5	
	<b>Outcomes assessed</b>  ES12-1, ES12-2, ES12-5 & ES12-8	<b>Outcomes assessed</b>  ES12-3, ES12-5 & ES12-6	<b>Outcomes assessed</b>  ES12-4, ES12-5, ES12-6, ES12-7 & ES12-10	<b>Outcomes assessed</b>  ES 12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8 & ES12-9	
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: · comprehending texts · communicating ideas · using language accurately, appropriately and effectively	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes;

**ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3** accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4** composes proficient texts in different forms

**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES12-7** represents own ideas in critical, interpretive and imaginative texts

**ES12-8** understands and explains the relationships between texts

**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

## English Studies Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences
- Module L: Who Do I Think I Am? – English and the Self
- Module F: MiTunes and Text – English and the Language of Song
- Module C: On the Road – English and the Experience of Travel

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)									
	Assessment Task 1: Multimodal Presentation with related material 30% Due: Week 9									
	ES 12-1, ES 12-2, ES 12-5 & ES 12-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Module L – Who Do I Think I Am?										
	Assessment Task 2: Pocket Film 20% Due: Week 10										
	ES12-3, ES12-5 & ES12-6										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Module F – MiTunes and Text								Module C – On the Road	
	ES12-4, ES12-5, ES12-6, ES12-7 & ES12-10								ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8 & ES12-9	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Module C – On the Road			<b>Trial Examinations 20%</b>		Module C – On the Road				
	Assessment Task 3: Portfolio 30% Due: Week 3			Assessment Task 4						
	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8 & ES12-9			ES 12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8 & ES12-9		ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8 & ES12-9				

## Exploring Early Childhood Assessment Schedule

<b>Course Overview:</b> Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Promoting Positive Behaviour	Learning Experiences for Young Children	Children's Literature	Food and Nutrition	
	Term 4, Week 9	Term 1, Week 9	Term 2, Week 9	Term 3, Week 6	
	<b>Outcomes assessed</b> 1.4, 2.4, 4.1, 4.3, 6.2	<b>Outcomes assessed</b> 1.4, 1.5, 2.1, 2.4, 4.2	<b>Outcomes assessed</b> 1.2, 1.3, 1.4	<b>Outcomes assessed</b> 1.5, 6.1, 6.2	
<b>Knowledge and understanding of course content</b>	15	10	15	10	<b>50</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others



## Exploring Early Childhood Scope and Sequence

The following scope and sequence covers the following content:

- CORE C: Promoting Positive Behaviour - This component of the core is designed to help students develop an understanding of normal child behaviour at different stages of development. Students then become familiar with a range of strategies, such as encouragement of self-control for young children, which can be used to promote positive behaviours of, and interactions with, young children. This component of the core aims to increase awareness of expectations relating to interactions with young children, whether in a home setting or an early childhood service, with specific reference to legal expectations. Students are encouraged to interact with young children so that they can observe child behaviour as well as practise and develop their interaction strategies.
- Module 1: Learning Experiences for Young Children - students develop an awareness of the range of learning experiences that are suitable for young children. Young children's learning is based on their experiences and interactions. These experiences occur wherever the child happens to be: at home, in the playground, out shopping, or in a more formal educational setting. There are some things that we can do, as responsible carers, to help provide positive learning experiences for children that can contribute to their healthy growth, learning and development.
- Module 11: Children's Literature - This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.
- Module 12: Food and Nutrition - This module examines a wide range of literature for children. Literature can be shared with young children for learning and for leisure. Throughout the module, attention is directed to the criteria to be considered in choosing appropriate books for young children and strategies for sharing these with children from birth through to age eight.

T e r m 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Promoting Positive Behaviour									
	Assessment Task 1: Promoting Positive Behaviour 25%									Due: Week 9
	1.4, 2.4, 4.1, 4.3, 6.2									

T e r m 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Learning Experiences for Young Children										
	Assessment Task 2: Learning Experiences for Young Children 25%										Due: Week 9
	1.4, 1.5, 2.1, 2.4, 4.2										

T e r m 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Children's Literature									
	Assessment Task 3: Children's Literature 25%									Due: Week 9
	1.2, 1.3, 1.4									

T e r m 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food and Nutrition			Trial Examinations			Food and Nutrition			
	Assessment Task 4: Food and Nutrition 25% Week 6									
	1.5, 6.1, 6.2						1.5, 6.1, 6.2			

## Ancient History Assessment Schedule

### Course Overview:

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Source Based Task</b> Cities of Vesuvius	<b>Historical Analysis</b> Historical Period	<b>Research Task</b> Ancient Societies	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 7	Term 2, Week 4	Term 3, Week 4-5	
	<b>Outcomes assessed</b> AH12-1 AH12-6 MH12-9 MH12-10	<b>Outcomes assessed</b> AH12-1 AH12-2 AH12-5 AH12-6 AH12-8, AH12-9	<b>Outcomes assessed</b> AH12-2 AH12-5 AH12-7 AH12-8	<b>Outcomes assessed</b> AH12-3 AH12-4 AH12-5 AH12-7	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	5	5	5	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

## Ancient History Scope and Sequence

The following scope and sequence covers the following content:

- Core Study: Pompeii and Herculaneum – 30 hours
- Historical Period – 30 hours
- Personality – 30 hours
- Ancient Society – 30 hours.

The Historical concepts and skills content are integrated throughout the course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Study: Pompeii and Herculaneum								Historical Period: 4 <sup>th</sup> Century Greece to the Death of Philip II	
	Assessment Task 1: Source Base Task, 20%, Due: Week 8									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10								AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Historical Period: 4 <sup>th</sup> Century Greece to the Death of Philip II						Personality: Alexander the Great				
	Assessment Task 2: Historical Analysis, 25%, Due Week 7										
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9						AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Personality: Alexander the Great				Ancient Society: New Kingdom Egypt to the Death of Amenhotep III					
	Assessment Task 3: Research Task, 25%, Due Week 4									
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9				AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Ancient Society: New Kingdom Egypt to the Death of Amenhotep III			<b>Trial Examinations</b>		<b>Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic</b>				
				<b>Assessment Task 3: Trial Examinations 30%</b>						
	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9			<b>Trial Examinations</b>						

## History - Extension Assessment Schedule

### Course Overview:

The History Extension course is about the nature of history, and how and why historical interpretations are developed from different perspectives and approaches over time. It offers a higher level of challenge than the Ancient History and Modern History courses with its greater emphasis on historiography.

The History Extension course requires students to examine the way history is constructed and the role of historians. This involves reviewing the types of history that have been produced over time and the contexts in which they were developed. Students explore problems and issues associated with the construction of history through sampling the works of various writers, historians and others involved in the practice of history from ancient times to the present day. Students focus on an area of debate to consider how an historian's context, methodology and purpose shape their interpretation of a person, group, event or issue. Students apply their understanding and skills of historical inquiry by designing and conducting their own historical investigation.

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Historical Process (proposal, process log, annotated sources)</b>  History Project	<b>Essay</b> History Project	<b>Trial HSC Examination</b>	
	Term 1, Week 2	Term 3, Week 1	Term 3, Week 4-5	
	<b>Outcomes assessed</b> HE12-1 HE12-2 HE12-4	<b>Outcomes assessed</b> HE12-1 HE12-2 HE12-3 HE12-4	<b>Outcomes assessed</b> HE12-1 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	<b>40</b>
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

### Assessment Schedule Outcomes

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

## History - Extension Scope and Sequence

The following model illustrates:

- Constructing History – Key Questions (32 hours) investigated prior to the Case Study (24 hours)
- the History Project integrated throughout the course – 20 hours.

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Constructing History – Key Questions					History Project			Constructing History – Key Questions		
	HE12-1 HE12-3 HE12-4				HE12-1 HE12-2 HE12-3 HE12-4			HE12-1 HE12-3 HE12-4			

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	History Project		Constructing History – Key Questions							History Project	
	Assessment Task 1: History Project Historical Process, 30%, Due Week 2										
HE12-1 HE12-2 HE12-3 HE12-4			HE12-1 HE12-3 HE12-4			HE12-1 HE12-2 HE12-3 HE12-4					

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Constructing History – Key Questions			Constructing History – Case Studies The Crusades					History Project	
	HE12-1 HE12-3 HE12-4			HE12-1 HE12-3 HE12-4			HE12-1 HE12-2 HE12-3 HE12-4			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	History Project	Constructing History – Case Studies The Crusades		<b>Trial Examinations</b>		Constructing History – Case Studies The Crusades				
	Assessment Task 2: History Project Essay, 40%, Due Week 1			Assessment Task 3: Trial Examination, 30%, Due Weeks 4-5						
HE12-1 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4				HE12-1 HE12-3 HE12-4					

## Modern History Assessment Schedule

### Course Overview:

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Research Task</b> Power and Authority in the Modern World 1919–1946	<b>In Class Test</b> National Studies	<b>Historical Analysis</b> Peace and Conflict	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 5	Term 2, Week 3	Term 3, Week 4-5	
	<b>Outcomes assessed</b> MH12-1 MH12-3 MH12-6 MH12-9	<b>Outcomes assessed</b> MH12-2 MH12-3 MH12-5 MH12-9	<b>Outcomes assessed</b> MH12-2 MH12-4 MH12-5 MH12-7 MH12-8	<b>Outcomes assessed</b> MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Knowledge and understanding of course content	5	10	10	15	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	<b>20</b>
Historical inquiry and research	10	5	5		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## Modern History Scope and Sequence

The following scope and sequence covers the following content:

- Core Study: Power and Authority in the Modern World 1919–1946 – 30 hours
- Peace and Conflict – 30 hours
- National Studies – 30 hours
- Change in the Modern World – 30 hours.

The Historical concepts and skills content are integrated throughout the course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Study: Power and Authority in the Modern World 1919–1946								National Studies: USA 1919-1941	
	Assessment Task 1: Research Task, 20%, Due: Week 8									
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9								MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	National Studies: USA 1919-1941						Peace and Conflict: Conflict in the Pacific 1937-1951				
	Assessment Task 2: In Class test, 25%, Due Week 5										
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9						MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b>	Peace and Conflict: Conflict in the Pacific 1937-1951				Change in the Modern World: Civil Rights in the USA 1945-1968						
	Assessment Task 3: Historical Analysis, 25%, Due Week 3										
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9				MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Change in the Modern World: Civil Rights in the USA 1945-1968			<b>Trial Examinations</b>		<b>Revision of Topics 1, 2, 3 and 4 At least 2 hours for each topic</b>				
				<b>Assessment Task 4: Trial Examinations 30%</b>						
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9			<b>Trial Examinations</b>						

## Hospitality, Food and Beverage Assessment Schedule

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples,	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Working Together	BSBWOR203	Work effectively with others		X		X
	BSBCMM201	Communicate in the Workplace		X		X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X
	SITHCCC001	Part B	X	X		X
	SITXFSA002	Use food preparation equipment Participate in safe food handling practices	X	X		X
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X
Cluster 4 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X
	BSBSUS201	Participate in environmentally sustainable work practices				X
Cluster 5 – Interacting with diverse customers	SITXCCS003	Interact with customers	X	X		X
	SITXCOM002	Show social and cultural sensitivity	X	X		X
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X



## Hospitality, Food and Beverage Scope and Sequence

Cowra High School

Qualification: SIT20316 Certificate II in Hospitality HSC Commencement: Term 4, 2020

Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term3
SITXWHS001	Cluster 4	15	Delivery and assessment			
BSBSUS201	Participate in safe work practices Participate in environmentally sustainable practices	15				
SITXCCS003	Cluster 5	15	Delivery and assessment			
SITXCOM002	Interact with customers Show social and cultural sensitivity	10				
SITHFAB007	Cluster 6 Portfolio Serve food and beverages	40	Delivery, collection of evidence and assessment			
Unit Code	Unit Title	NESA Hrs	Term 4	Term 1	Term 2	Term3
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15	Delivery, collection of evidence and assessment			
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15	Delivery, collection of evidence and assessment			
SITHIND02	Cluster 7 Source and use information on the hospitality industry	20				Delivery and assessment
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20	Delivery, collection of evidence and assessment			

# Industrial Technology Timber Assessment Schedule

<b>Course Overview:</b>					
This course provides students with the opportunity to develop their knowledge and understanding of a selected industry and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to the focus area chosen for the course. The course highlights the importance of design, management and production through the production of practical projects. Students select and apply appropriate design, management and production skills in the development of a Major Project and supporting documentation.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Designing and Planning Presentation (Statement, Design Research, Planning, Timeline, Budget, Ideas)</b>	<b>Industry Study</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 8	Term 1, Week 3	Term 2, Week 10	Term 3, Week 4/5	
	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H5.1	<b>Outcomes assessed</b> H1.1, H1.2, H6.1, H6.2, H7.1, H7.2	<b>Outcomes assessed</b> H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1	
Knowledge and understanding of course content	5	5	20	10	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	10	20	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Assessment Syllabus Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Industrial Technology Timber Scope and Sequence

The following scope and sequence covers the following content:

- **Industry Study 15%**
- **Major Project 60%**
  - Design, Management and Communication
  - Production
- **Industry Related Manufacturing Technology 25%**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 4</b>	<b>Design, Management and Communication – Major Project</b>								<b>Industry Study</b>		
	Assessment Task 1: Designing and Planning Presentation 20% Due: Term 4 Week 8										
	H3.1, H3.2, H3.3, H5.1								H1.1, H1.2, H6.1, H6.2, H7.1, H7.2		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>Industry Study</b>			<b>Industry Related Manufacturing Technology – Major Project</b>						
	Assessment Task 2: Industry Study 20% Due: Term 1 Week 3									
	H1.1, H1.2, H6.1, H6.2, H7.1, H7.2			H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	<b>Industry Related Manufacturing Technology – Major Project</b>									
	Assessment Task 3: Project Development & Management Report 30% Due: Term 2 Week 10									
	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	<b>Project Evaluation</b>			<b>Trial Examination</b>		<b>Revision of all Syllabus Content</b>				
				Assessment Task 4: Trial HSC Examination 30% Due: Term 2 Week 4/5						
	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2			<b>Trial Examination</b>						

## Japanese Beginners Assessment Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<p><b>My Travel Itinerary</b></p> <p>Students to create a travel itinerary they would send to their Japanese hosts to inform them of their intentions during their visit to the country. Requires cultural research.</p> <p>Students also to read about a trip to Japan and answer questions in English about it.</p>	<p><b>Application to Uni / Work in Japan</b></p> <p>Students to create a vlog of themselves applying for either a Job in Japan or a spot at a Japanese University.</p> <p>Students will also listen to a series of texts describing work and university life in Japan.</p>	<p><b>Trial HSC Exam:</b></p> <p>Theme: The Personal World, Japanese Speaking Communities</p>	
<b>Timing</b>	Term 4, Week 10	Term 2, Week 4	Term 3, Week 4/5	
<b>Outcomes assessed</b>	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (R) 3.1, 3.2, 3.3, 3.4 (W)	2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L) 1.1, 1.2, 1.3, 1.4 (S)	1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 (L, R) 3.1, 3.2, 3.3, 3.4 (W)	
<b>Components</b>				<b>Weighting %</b>
<b>Listening</b>		20%	10%	<b>30%</b>
<b>Reading</b>	20%		10%	<b>30%</b>
<b>Speaking</b>		10%	10%	<b>20%</b>
<b>Writing</b>	10%		10%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

### Assessment Syllabus Outcomes;

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context

## Japanese Beginners Scope and Sequence

The scope and sequence covers the following content:

- Personal World
- The Japanese-Speaking Communities

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Topic: Japanese-Speaking Communities Sub-Topic: Travel to Japan					Topic: Personal World and Japanese-Speaking Communities Sub-Topic: Work/ Part time and Full time				
						Assessment 1: My Travel Itinerary. 30% Term 4 Week 10				
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Topic: Personal World Sub-Topic: What do you want to become?					Topic: Japanese-Speaking Communities Sub-Topic: Home-Stay in Australia and Rules					
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Topic: Japanese-Speaking Communities Sub-Topic: Japanese Neighbourhoods					Topic: Personal World Sub-Topic: Future Plans, Work and Education				
	Assessment 2: Application to Uni / Work in Japan. 30% Term 2 Week 4									
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Exam Revision			<b>Trial Examinations 40%</b>		<b>HSC Speaking Examination</b>	Exam Revision			
				Assessment Task 3: Trial HSC						
				1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4						

## Japanese Continuers Assessment Schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of tasks</b>	<p><b>Travel Vlog:</b></p> <p>Students will complete a listening test that focuses on Japanese traditional and modern culture.</p> <p>Students will also create a vlog about an experience they want to try doing in Japan.</p> <p>Theme: Japanese Speaking Communities Topic: Travel</p>	<p><b>Environmental Petition:</b></p> <p>Students will read about environmental issues in their local community and write an article providing solutions to these problems.</p> <p>Students will also write an e-mail to discuss the differences in Japanese and Australian environment issues.</p> <p>Theme: Changing World Topic: Future Plans</p>	<p><b>Trial HSC Exam:</b></p> <p>Theme: The Individual, Japanese Speaking Communities and Changing World</p>	
<b>Timing</b>	Term 4, Week 10	Term 2, Week 4	Term 3, Week 4/5	
<b>Outcomes assessed</b>	2.1, 2.2, 2.3, 4.1 (S) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (L)	1.3, 1.4, 2.1, 2.2, 2.3, 4.1 (W) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3 (R)	1.1, 1.2, 1.3, 1.4, 4.1 (S) 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 (L, R) 2.1, 2.2, 2.3, 4.2, 4.3 (W)	
<b>Components</b>	<b>Weighting %</b>			
<b>Listening</b>	20%		10%	<b>30%</b>
<b>Reading</b>		20%	10%	<b>30%</b>
<b>Speaking</b>	10%		10%	<b>20%</b>
<b>Writing</b>		10%	10%	<b>20%</b>
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

### Assessment Syllabus Outcomes;

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

## Japanese Continuers Scope and Sequence

The scope and sequence covers the following content:

- Japanese Speaking Communities
- The Changing Worlds

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Japanese Speaking Communities Sub-Topic: Technology and Our Lives						Japanese Speaking Communities Sub-Topic: Cultures of now and Tomorrow			
							Assessment Task 1: Travel Vlog 30% Due: Week 10			
	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						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			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Topic: Living in Japan and Cultural Life Sub-Topic: Living in the world with Japanese Culture					Living in Japan and Cultural Life Sub-topic: Do you want to live in Japan?					
	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					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					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Topic: Changing worlds Sub-topic: Future Plans / Protecting the Environment									
	Assessment Task 2: Environmental Petition 30% Due: Week 4									
	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									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Exam Revision			<b>Trial Examinations 40%</b>		<b>HSC Speaking Examination</b>	Exam Revision			
				Assessment Task 3: Trial HSC						
				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						

## Legal Studies Assessment Schedule

<b>Course Overview:</b>					
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.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>In Class Test</b> Crime	<b>Research Essay</b> Global Environment Protection	<b>Short answer responses</b> Human Rights and Shelter	<b>Trial HSC Examination</b>	
	Term 4, Week 9	Term 1, Week 4	Term 2, Week 8	Term 3, Week 4-5	
	<b>Outcomes assessed</b> H1, H2, H3, H9	<b>Outcomes assessed</b> H4, H5, H7, H8, H10	<b>Outcomes assessed</b> H1, H3, H4, H6,	<b>Outcomes assessed</b> H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Analysis and evaluation	5	5	5	5	<b>20</b>
Inquiry and research		10	10		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20%</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>100</b>

<p><b>Assessment Syllabus Outcomes:</b></p> <p>H1. Identifies and applies legal concepts and terminology</p> <p>H2. Describes and explains key features of the relationship between Australian and international law</p> <p>H3. Analyses the operation of domestic and international legal systems</p> <p>H4. Evaluates the effectiveness of the legal system in addressing issues</p> <p>H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>H6. Assess the nature of the interrelationship between the legal system and society</p> <p>H7. Evaluates the effectiveness of the law in achieving justice</p> <p>H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. Communicates legal information using well-structured and logical arguments</p> <p>H10. Analyses differing perspectives and interpretations of legal information and issue</p>
---



## Legal Studies Scope and Sequence

The following scope and sequence covers the following content:

- Core Study: Crime – 30% 36 hours (10 weeks)
- Core Part II: Human Rights 20% 24 hours (8 weeks)
- Global Environment Protection – 25% 30 hours (10 weeks)
- Shelter – 25% 30 hours (10 weeks)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Study: Crime									
	Assessment Task 1: In Class Test 20% Week 9.									
	H1, H2, H3, H9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Option: Global Environment Protection										Option: Shelter
	Assessment Task 2: Research Essay 25% Week 4.										
	H4, H5, H7, H8, H10										H1, H3, H4, H6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Option: Shelter								Core Part II: Human Rights	
	Assessment Task 3: Short answer responses 25% Week 8									
	H1, H3, H4, H6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Core Part II: Human Rights			<b>Trial Examinations</b>		<b>Revision of Topics:</b> Crime, GEP, Shelter, Human Rights <b>At least 2 hours for each topic</b>				
				<b>Assessment Task 3: Trial Examinations 30%</b>						
	H1, H3, H4, H6			<b>Trial Examinations</b>		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10				

## Manufacturing and Engineering Assessment Schedule

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	<b>x</b>	<b>x</b>	<b>x</b>	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	<b>x</b>	<b>x</b>	<b>x</b>	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computing technology	<b>x</b>	<b>x</b>	<b>x</b>	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project				
	MEMPE001A	Use engineering workshop machines				
	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Cluster 5 – Sparks and Noise	MEMPE002A	Use electric welding machines	<b>x</b>	<b>x</b>		
	MEMPE004A	Use fabrication equipment				

## Manufacturing and Engineering Scope and Sequence

Cowra High School												
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways												
HSC Commencement: 2021												
Unit Code	Unit Title	NESA Hrs	Term 4		Term 1		Term 2		Term 3			
			1-5	6-10	1-5	6-10	1-5	6-10	1-5	6-10		
MEMPE006A	Undertake a basic engineering project	30										
MEMPE001A	Use engineering workshop machines	20										
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	5										
MEMPE002A	Use electric welding machines	20										
MEMPE004A	Use fabrication equipment	20										

## Mathematics Advanced Assessment Schedule

### Course Overview:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MA11-7 MA11-8 MA11-9	MA12-1 MA12-3 MA12-5 MA12-7 MA12-9 MA12-10	MA12-2 MA12-4 MA12-8 MA12-9 MA12-10	MA12-1 to MA12-10	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

# Mathematics Advanced Scope and Sequence

The following scope and sequence covers the following content:

- Functions – 8 hours
- Trigonometric Functions – 12 hours
- Calculus – 48 hours
- Financial Mathematics – 20 hours
- Statistical Analysis – 36 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	Differential Calculus (MA-C2)			The First and Second Derivative (MA-C3.1)			Applications of the Derivative (MA-C3.2)		The Anti-Derivative (MA-C4.1)		
	Assessment Task 1: Assignment/Investigation Task, 30%, Due: Week 7										
	MA12-3, MA12-6, MA12-9, MA12-10			MA12-3, MA12-6, MA12-9, MA12-10						MA12-3, MA12-7, MA12-9, MA12-10	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 1</b>	Areas and the Definite Integral (MA-C4.2)		Graphing Techniques (MA-F2)		Trigonometric Functions and Graphs (MA-T3)			Data and Summary Statistics (MA-S2.1)		Bivariate Data Analysis (MA-S2.2)		
	Assessment Task 2: In-Class Test, 20%, During Week 6											
	MA12-3, MA12-7, MA12-9, MA12-10		MA12-1, MA12-9, MA12-10			MA12-1, MA12-5, MA12-9, MA12-10			MA12-8, MA12-9, MA12-10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Continuous Random Variables (MA-S3.1)		The Normal Distribution (MA-S3.2)			Modelling Financial Situations (MA-M1)				
	Assessment Task 3: In-Class Test, 20%, During Week 10									
	MA12-8, MA12-9, MA12-10					MA12-2, MA12-4, MA12-9, MA12-10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Revision			<b>Trial Examinations</b>		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, 30%									
				MA12-1 to MA12-10						

## Mathematics Extension 1 Assessment Schedule

### Course Overview:

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Students of Mathematics Extension 1 will be able to develop an appreciation of the interconnected nature of mathematics, its beauty and its functionality.

Mathematics Extension 1 provides a basis for progression to further study in mathematics or related disciplines in which mathematics has a vital role at a tertiary level. An understanding and exploration of Mathematics Extension 1 is also advantageous for further studies in such areas as science, engineering, finance and economics.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	ME11-5 ME11-6 ME11-7	ME12-1 ME12-2 ME12-4 ME12-6 ME12-7	ME12-3 ME12-5 ME12-6 ME12-7	ME12-1 to ME12-7	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

ME12-1 applies techniques involving proof or calculus to model and solve problems  
 ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems  
 ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations  
 ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution  
 ME12-5 applies appropriate statistical processes to present, analyse and interpret data  
 ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts  
 ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

## Mathematics Extension 1 Scope and Sequence

The following scope and sequence covers the following content:

- Proof
- Vectors
- Trigonometric Functions
- Calculus
- Statistical Analysis

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Differential Calculus (MA-C2)	The First and Second Derivative (MA-C3.1)		Applications of the Derivative (MA-C3.2)	The Anti-Derivative (MA-C4.1)	Areas and the Definite Integral (MA-C4.2)	Further Area and Volumes of Solids of Revolution (ME-C3.1)	Proof by Mathematical Induction (ME-P1)	Introduction to Vectors (ME-V1.1)	Further Operations with Vectors (ME-V1.2)
	Assessment Task 1: Assignment/Investigation Task, 30%, Due: Week 7									
	MA12-3, MA12-6, MA12-9, MA12-10				MA12-3, MA12-7, MA12-9, MA12-10		ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Further Operations with Vectors (ME-V1.2)	Projectile Motion (ME-V1.3)	Further Calculus Skills (ME-C2)	Differential Equations (ME-C3.2)		Graphing Techniques (MA-F2)		Trigonometric Functions and Graphs (MA-T3)	Trigonometric Equations (ME-T3)		Data and Summary Statistics (MA-S2.1)
	Assessment Task 2: In-Class Test, 20%, During Week 6										
	ME12-2, ME12-6, ME12-7		ME12-1, ME12-4, ME12-6, ME12-7			MA12-1, MA12-9, MA12-10		MA12-1, MA12-5, MA12-9, MA12-10	ME12-3, ME12-6, ME12-7		MA12-8, MA12-9, MA12-10

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Bivariate Data Analysis (MA-S2.2)	Continuous Random Variables (MA-S3.1)	The Normal Distribution (MA-S3.2)		The Binomial Distribution (ME-S1)		Modelling Financial Situations (MA-M1)				
	Assessment Task 3: In-Class Test, 20%, During Week 10										
	MA12-8, MA12-9, MA12-10	MA12-8, MA12-9, MA12-10			ME12-5, ME12-6, ME12-7		MA12-2, MA12-4, MA12-9, MA12-10				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision			Trial Examinations		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, 30%									
				ME12-1 to ME12-7						

## Mathematics Extension 2 Assessment Schedule

### Course Overview:

Mathematics Extension 2 provides students with the opportunity to develop strong mathematical manipulative skills and a deep understanding of the fundamental ideas of algebra and calculus, as well as an appreciation of mathematics as an activity with its own intrinsic value, involving invention, intuition and exploration.

Mathematics Extension 2 extends students' conceptual knowledge and understanding through exploration of new areas of mathematics not previously seen. Mathematics Extension 2 provides a basis for a wide range of useful applications of mathematics as well as a strong foundation for further study of the subject.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test	Assignment/ Investigation	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MEX12-1 MEX12-2 MEX12-4 MEX12-7 MEX12-8	MEX12-1 MEX12-3 MEX12-7 MEX12-8	MEX12-1 MEX12-5 MEX12-6 MEX12-7 MEX12-8	MEX12-1 to MEX12-8	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument



## Mathematics Extension 2 Scope and Sequence

The following scope and sequence covers the following content:

- Proof – 8 hours
- Vectors – 14 hours
- Complex Numbers – 16 hours
- Calculus – 8 hours
- Mechanics – 16 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	The Nature of Proof (MEX-P1)		Arithmetic of Complex Numbers (MEX-N1.1)	Complex Representation of a Complex Number (MEX-N1.2)		Other Representations of Complex Numbers (MEX-N1.3)	Solving Equations with Complex Numbers (MEX-N2.1)		Geometrical Implications of Complex Numbers (MEX-N2.2)	
	Assessment Task 1: In-Class Test, 20%, During Week 7									
	MEX12-1, MEX12-2, MEX12-7, MEX12-8			MEX12-1, MEX12-4, MEX12-7, MEX12-8						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 1</b>	Further Proof (MEX-P2)		Introduction to 3D Vectors (MEX-V1.1)		Further Operations with 3D Vectors (MEX-V1.2)		Vectors and Vector Equations of Lines (MEX-V1.3)		Further Integration (MEX-C1)			
	Assessment Task 2: Assignment/Investigation Task, 30%, Due Week 6											
	MEX12-1, MEX12-2, MEX12-7, MEX12-8			MEX12-3, MEX12-7, MEX12-8							MEX12-1, MEX12-5, MEX12-7, MEX12-8	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b>	Further Integration (MEX-C1)		Simple Harmonic Motion (MEX-M1.1)		Modelling Motion Without Resistance (MEX-M1.2)		Resisted Motion (MEX-M1.3)		Projectiles and Resisted Motion (MEX-M1.4)		
	Assessment Task 3: In-Class Test, 20%, During Week 10										
	MEX12-1, MEX12-5, MEX12-7, MEX12-8			MEX12-6, MEX12-7, MEX12-8							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Revision			<b>Trial Examinations</b>		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, 30%									
					MA12-1 to MA12-10					

## Mathematics Standard 1 Assessment Schedule

### Course Overview:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation 1	In-Class Test	Assignment/ Investigation 2	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS11-3 MS11-4 MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

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

## Mathematics Standard 1 Scope and Sequence

The following scope and sequence covers the following content:

- Algebra – 20 hours
- Measurement – 40 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 20 hours
- Networks – 16 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Simultaneous Linear Equations (MS-A3.1)		Surveys (MS-S3.1)		Exploring and Describing Data (MS-S3.2)			Investment (MS-F2)		
	Assessment Task 1: Assignment/Investigation Task 1, 25%, Due: Week 7									
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Graphs of Practical Situations (MS-A3.2)			Right-Angled Triangles (MS-M3)				Depreciation and Loans			
	Assessment Task 2: In-Class Test, 20%, During Week 6										
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10				MS1-12-5, MS1-12-9, MS1-12-10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Rates (MS-M4)			Scale Drawings (MS-M5)			Networks (MS-N1.1)		Shortest Path (MS-N1.2)	
	Assessment Task 3: Assignment/Investigation Task 2, 25%, Due: Week 10									
	MS1-12-3, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-8, MS1-12-9, MS1-12-10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Revision			Trial Examinations		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, 30%									
				MS1-12-1 to MS1-12-10						

## Mathematics Standard 2 Assessment Schedule

### Course Overview:

Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation	In-Class Test	In-Class Test	Trial HSC Examination	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS2-12-1 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-2 MS2-12-5 MS2-12-7 MS2-12-9 MS2-12-10	MS2-12-3 MS2-12-4 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	15	10	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	15	10	10	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

## Mathematics Standard 2 Scope and Sequence

The following scope and sequence covers the following content:

- Algebra – 16 hours
- Measurement – 32 hours
- Financial Mathematics – 28 hours
- Statistical Analysis – 24 hours
- Networks – 24 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Simultaneous Linear Equations (MS-A4.1)		Non-Linear Relationships (MS-A4.2)		Loans and Depreciation (MS-F4.2)		Investments (MS-F4.1)		Annuities (MS-F5)	
	Assessment Task 1: Assignment/Investigation Task, 30%, Due: Week 7									
	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10				MS2-12-5, MS2-12-9, MS2-12-10	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Annuities (MS-F5)	Bivariate Data Analysis (MS-S4)			The Normal Distribution (MS-S5)			Non-Right-Angled Trigonometry (MS-M6)			
	Assessment Task 2: In-Class Test, 20%, During Week 6										
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Rates and Ratios (MS-M7)				Networks (MS-N2.1)		Shortest Path (MS-N2.2)	Critical Path Analysis (MS-N3)		
	Assessment Task 3: In-Class Test, 20%, During Week 10									
	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10				MS2-12-8, MS2-12-9, MS2-12-10					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Revision			<b>Trial Examinations</b>		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, 30%									
				MS2-12-1 to MS2-12-10						

## Music 1 Assessment Schedule

### Course Overview:

- **An Instrument and its Repertoire**
- **Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries**
- **Elective Topic**

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Presentation of Elective: Topic 1</b>  Presentation of either Composition + diary, Performance or Viva Voce	<b>Composition Portfolio</b>  Composition portfolio with aural and musicological analysis of two selected works to demonstrate stylistic features and compositional techniques	<b>Presentation of Core Performance and Elective for Topic 2</b>  Presentation of Core Performance and either a Composition + diary, Performance or Viva Voce	<b>Trial HSC Examination</b>  Aural Skills exam responding to excerpts and presentation of Topic 3 Elective (Either Composition + diary, Performance or Viva Voce )	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 7	Term 3, Week 4/5	
	<b>Outcomes assessed</b>  Elective: H1- H9 (as appropriate to elected task)	<b>Outcomes assessed</b>  H2, H3, H4, H5, H6 & H7	<b>Outcomes assessed</b>  Core: H1, H5, H7 & H9  Elective: H1- H9 (as appropriate to elected task)	<b>Outcomes assessed</b>  Aural: H4, H6, H8 & H10 Elective: H1- H9 (as appropriate to elected task)	
Performance			10		<b>10</b>
Composition		10			<b>10</b>
Musicology		10			<b>10</b>
Aural		10		15	<b>25</b>
Elective	15		15	15	<b>45</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes;

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

## Music 1 Scope and Sequence

The scope and sequence covers the following content:

- An Instrument and its Repertoire (Common Practice)
- Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- Elective Topic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	An Instrument and It's Repertoire (Common Practice)										
	Assessment Task 1: Presentation of Elective Topic 1 15% Due: Week 10										
	Elective: H1- H9 (as appropriate to elected task)										
<b>Term 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries										
	Assessment Task 2: Composition Portfolio 30% Due: Week 9										
H2, H3, H4, H5, H6 & H7											
<b>Term 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Own Choice										
	Assessment Task 3: Presentation of Core Performance and Elective for Topic 2 25% Due: Week 7										
Core: H1, H5, H7 & H9 Elective: H1-H9 (as appropriate to elected task)											
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Exam Preparation + Elective 3			<b>Trial Examinations 30%</b>		HSC Preparation					
	Aural: H4, H6, H8 & H10 Elective: H1- H8 (as appropriate to elected task)			Assessment Task 4							
Aural: H4, H6, H8 & H10 Elective: H1- H9 (as appropriate to elected task)			Aural: H4, H6, H8 & H10 Elective: H1- H9 (as appropriate to elected task)								

## Numeracy CEC Assessment Schedule

### Course Overview:

The *Numeracy Stage 6 CEC Syllabus* is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st-century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation 1	Assignment/ Investigation 2	Assignment/ Investigation 3	Assignment/ Investigation 4	
	Term 4, Week 7	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	N6-1.1	N6-1.1	N6-1.1	N6-1.1	
	N6-1.2	N6-1.2	N6-1.2	N6-1.2	
	N6-1.3	N6-1.3	N6-1.3	N6-1.3	
	N6-2.1	N6-2.2	N6-2.1	N6-2.1	
	N6-2.2	N6-2.5	N6-2.3	N6-2.2	
	N6-2.4	N6-3.1	N6-3.1	N6-2.3	
	N6-2.5	N63.2	N6-3.2	N6-2.4	
	N6-3.1			N6-2.5	
	N6-3.2			N6-3.1	
				N6-3.2	
Understanding, Fluency and Communicating	15	10	15	10	<b>50</b>
Problem Solving, Reasoning and Justification	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

**N6-1.1:** Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

**N6-1.2:** Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

**N6-1.3:** Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

**N6-2.1:** Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

**N6-2.2:** Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

**N6-2.3:** Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

**N6-3.1:** Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

**N6-3.2:** Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts



## Numeracy CEC Scope and Sequence

The following scope and sequence covers the following content:

- Module 3
- Module 4

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>												
		<b>3.1 Percentages</b>			<b>3.3 Finance</b>							
		<b>3.2 Operations with Whole Numbers</b>			<b>3.4 (3.4.2) Location, Time and Temperature</b>							
		<b>Applying NRMT</b>										
		AT1: Assessment Task 1, 25%, Due Week 7										
		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1, N6-3.2										
<b>Term 1</b>												
		<b>3.4 (3.4.1 and 3.4.3) Location, Time and Temperature</b>										
			<b>3.5 Space and Design</b>									
		<b>Applying NRMT</b>										
		AT2: Assessment Task 2, 25%, Due Week 6										
		N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2										
<b>Term 2</b>												
		<b>4.1 (4.1.1) Rates and Ratios</b>										
		<b>4.2 (4.2.1) Statistics and Probability</b>					<b>4.2 (4.2.2) Statistics and Probability</b>					
		<b>4.3 Exploring with NRMT</b>										
		AT3: Assessment Task 3, 25%, Due Week 6										
		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.3, N6-3.1, N6-3.2										
<b>Term 3</b>												
		<b>4.1 (4.1.2 and 4.1.3) Rates and Ratios</b>										
		<b>4.3 Exploring with NRMT</b>										
		AT4: Assessment Task 4, 25%, Due Week 3				Trial HSC Examinations						
		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1, N6-3.2										

## PDHPE Assessment Schedule

### Course Overview:

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 2– Factors Affecting Performance Assessment	Option 3 – Improving Performance Assessment	Core 1– Health Priorities in Australia Assessment	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4/5	
	<b>Outcomes assessed</b> H9, H10, H11	<b>Outcomes assessed</b> H7, H8, H16	<b>Outcomes assessed</b> H3, H4, H5, H14	<b>Outcomes assessed</b> H1, H2, H13, H15, H17	
<b>Knowledge and understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

H1 describes the nature and justifies the choice of Australia's health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## PDHPE Scope and Sequence

The following scope and sequence covers the following content:

- HSC Core 1: Health Priorities in Australia - This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.
- HSC Core 2: Factors Affecting Performance - This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.
- HSC Option 3: Sports Medicine - This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.
- HSC Option 4: Improving Performance - In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core 2: Factors Affecting Performance									
	Assessment Task 1: 25% Due: Week 10									
	H7, 8, 9, 10, 11, 16, 17									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Option 4: Improving Performance							Core 1: Health Priorities in Australia			
	Assessment Task 2: 20% Due: Week 7							H1, 2, 3, 4, 5, 14, 15, 16			
	H7, 8, 9, 10, 16, 17										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b>	Core 1: Health Priorities in Australia							Option 3: Sports Medicine			
	Assessment Task 3: 25% Due: Week 7										
	H1, 2, 3, 4, 5, 14, 15, 16							H8, H13, H16, H17			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Option 3: Sports Medicine			<b>Trial Examinations</b>		<b>Catch Up / Revision</b>				
				<b>Assessment Task 4: Trial Examinations 30%</b>						
				H1, 2, 13, 15, 17						

# Photography, Video and Digital Imaging Assessment Schedule

**Course Overview:** Photography, Video and Digital Imaging in Stage 6 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in the fields of photography and/or video and/or digital imaging and to understand and value how these fields of practice invite different interpretations and explanations.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Temporal Accounts:</b> Portfolio of Work	<b>Traditions, Conventions and Genres</b> Research task and Photo Journal	<b>In class HSC Examination</b> Critical and Historical Studies Written Examination	<b>Arranged Image and Portfolio of Work:</b> Submission of photographic works and photo journal.		
	<b>Term 4, Week 10</b>	<b>Term 1, Week 9</b>	<b>Term 3, Week 6</b>	<b>Term 3, Week 7</b>		
M1, M2, M3, M4, M5, M6	CH1, CH2, CH3, CH4, CH5	CH1, CH2, CH4	M1, M2, M3, M4, M5, M6, CH1, CH2			
<b>Artmaking</b>	30			40	<b>70</b>	
<b>Critical &amp; Historical Studies</b>		10	20		<b>30</b>	
<b>Total %</b>	<b>30</b>	<b>10</b>	<b>20</b>	<b>40</b>	<b>100</b>	

## Assessment Syllabus Outcomes:

- M1-** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2-** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3-** investigates different points of view in the making of photographs and/or videos and/or digital images
- M4-** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5-** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6-** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1-** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2-** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3-** distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4-** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5-** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# Photography, Video and Digital Imaging Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>TERM 4</b>	<b>Critical &amp; Historical Studies</b> Temporal Accounts									<b>Assessment Task 1</b>
	<b>Artmaking</b> <b>Temporal Accounts</b> – temporal nature of existence by employing techniques such as layering, distortion and transparency overlays									
	<b>Assessment Task 1: Portfolio of Work 30%</b>									<b>Due: Week 10</b>
	<b>M1, M2, M3, M4, M5, M6</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>TERM 1</b>	<b>Critical &amp; Historical Studies</b> Traditions, Styles, Conventions and Genres								<b>Assessment Task 2</b>		
	<b>Artmaking</b> <b>Traditions, Styles, Conventions and Genres</b> - identify and understand the traditions, conventions, styles and genres that are contributing to the formulation of this field as a field of practice.										
	<b>Assessment Task 2: Research task and Photo Journal 10%</b>								<b>Due: Week 9</b>		
	<b>CH1, CH2, CH3, CH4, CH5</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>TERM 2</b>	<b>Critical &amp; Historical Studies</b> The Arranged Image							<b>Critical &amp; Historical Studies</b> Selected artists of influences or students' body of work in selected media.		
	<b>Artmaking</b> <b>The Arranged Image</b> - consider the compositional aspects which contribute to the arrangement of elements in their images on the picture field and which also affect meanings and how they register.							<b>Artmaking Developing a Point of View</b> Students explore their B.O.W. through a choice of wet, digital or video photography and present their concepts in the form of an exhibition. Students study a choice of frames.		
	<b>CH1, CH2, CH4</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>TERM 3</b>	<b>Critical &amp; Historical Studies</b> Selected artists of influences or students' body of work in selected media.					<b>Assessment Task 3</b>	<b>Assessment Task 4</b>	<b>Skill Development</b>		
	<b>Artmaking Developing a Point of View</b> Students explore their B.O.W. through a choice of wet, digital or video photography and present their concepts in the form of an exhibition. Students study a choice of frames.							<b>Artmaking</b> Skill development in fields of interest		
	<b>Assessment Task 3: In class examination 20%</b>					<b>Assessment Task 4: Portfolio of Work: Submission of photographic works and photo journal 40%</b>				
	<b>M1, M2, M3, M4, M5, M6, CH1, CH2</b>									

## Physics Assessment Schedule

### Course Overview:

The study of *Physics in Stage 6* deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task	Depth Study	Skills Test	Trial Examination	
	Term 4, Week 6	Term 1, Week 6	Term 2, Week 10	Term 3, Week 4/5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH12-13	PH11/12-5 PH11/12-6 PH11/12-7 PH12-15	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12, PH12-13 PH12-14, PH12-15	
Knowledge and understanding of course content	10	5	5	20	<b>40</b>
Skills in Working Scientifically	10	25	15	10	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcome

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

## Physics Scope and Sequence

The following scope and sequence includes:

Module 5: Advanced Mechanics, students analyse the forces acting on a system, including the energy transformations taking place within and around the system.

Module 6: Electromagnetism, understanding the similarities and differences in the interactions of charges in electric and magnetic fields.

Module 7: The Nature of Light, students explore the evidence supporting these physical theories, along with the power of scientific theories to make useful predictions.

Module 8: From the universe to the atom, students further their understanding of the limitations of theories and models

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 4</b>	Module 5: Advanced Mechanics							Module 6: Electromagnetism			
	Assessment Task 1: Practical Task 1, 20%, Week 6										
	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12							PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Module 6: Electromagnetism (continued)					Module 8: From the universe to the atom				
	Assessment Task 2: Depth Study Investigation And Report 30% Due Term 1 Week 6									
	PH11/12-5, PH12-13					PH11/12-5, PH11/12-6, PH11/12-7, PH12-15				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Module 8 (continued)					Module 7: The nature of light				
	Assessment Task 3: Skills Test 20% Due Term 2 Week 10									
	PH11/12-5, PH11/12-6, PH11/12-7, PH12-15					PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Module 7: light continued									
				Assessment Task 4: Trial HSC Examinations, 30% Week 4 and 5						
					PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15					

## Society and Culture Assessment Schedule

### Course Overview:

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course. Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology; communication; cultural and media studies; philosophy; social psychology; and sociology.

Component	Task 1	Task 2	Task 3	PIP	Task 4	Weighting %
	<b>Research Task</b> Change and Continuity	<b>Research Methodologies</b>	<b>In class task</b> Belief and Ideologies/Popular Culture	<b>40% of HSC mark</b> <b>30% of course times</b>	<b>Trial HSC Examination</b>	
	Term 4, Week 10	Term 1, Week 4	Term 2, Week 8	Term 3, Week 2	Term 3, Week 4-5	
	<b>Outcomes assessed</b> H1; H2; H3; H5; H7; H9; H10	<b>Outcomes assessed</b> H1; H2; H3; H4; H5; H6; H7; H9; H10	<b>Outcomes assessed</b> H1; H3; H4; H9; H10		<b>Outcomes assessed</b> H1; H4; H5; H6; H7; H8; H9; H10	
Knowledge and understanding	15		15		20	<b>50</b>
Application of evaluation of social and cultural research methodologies	10	10	10			<b>30</b>
Communication of information ideas and issues in appropriate forms	5	5	5		5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>0</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms



## Society and Culture Scope and Sequence

The following scope and sequence covers the following content:

- Core Study:  
Social and Cultural Continuity and Change – 35 hours  
Personal Interest Project – 36 hours
- Popular Culture – 28 hours
- Belief Systems and Ideologies – 28 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Core Study: Social and Cultural Continuity and Change			Core Study: Personal Interest Project (10 hours)			Core Study: Social and Cultural Continuity and Change			
							Assessment Task 1: Research Task 30% Week 10.			
	H1; H2; H3; H4; H5; H6; H7; H8; H9; H10			H1; H4; H5; H6; H7; H8; H9; H10			H1; H2; H3; H4; H5; H6; H7; H8; H9; H10			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Core Study: Social and Cultural Continuity and Change			Option 1: Popular Culture Core Study: Personal Interest Project (2 lesson a cycle). 8 hours							
				Assessment Task 2: Research Methodologies 15% Due Week 4.							
	H1; H2; H3; H4; H5; H6; H7; H8; H9; H10			H1; H2; H3; H5; H7; H9; H10							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Option 2: Belief Systems and Ideologies								Core Study: Personal Interest Project (7 hours)	
	Assessment Task 3: In class task: 30% Due Week 8.									
	H1; H2; H3; H5; H7; H9; H10								H1; H4; H5; H6; H7; H8; H9; H10	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Core Study: Personal Interest Project Major Project Due Date TBC on NESAs Calendar			<b>Trial Examinations</b>		<b>Revision of Topics:</b> Continuity and Change, Popular Culture and Beliefs and Ideologies <b>At least 2 hours for each topic</b>				
				<b>Assessment Task 3: Trial Examinations 255</b>						
	H1; H4; H5; H6; H7; H8; H9; H10			<b>Trial Examinations</b>		H1; H2; H3; H4; H5; H6; H7; H8; H9; H10				

## Sport, Lifestyle & Recreation Assessment Schedule

<b>Course Overview:</b> The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	Fitness	Resistance	Individual Games and Sports	Trial Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 4/5	
	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.5, 2.3, 3.5, 4.3	
<b>Knowledge and understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Sports, Lifestyle and Recreation Scope and Sequence

The following scope and sequence covers the following content:

- Fitness - In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.
- Resistance -In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.
- Individual Games and Sports - In this module students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated \* Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.
- Healthy Lifestyle - In this module students examine the components of a healthy lifestyle and the factors that influence lifestyle. Students will investigate lifestyle balance, focusing on physical activity, nutrition and drug use. Students will examine the consequences of imbalance with specific reference to particular health issues affecting young people.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Fitness									
	Assessment Task 1: Aquatics 25%							Due: Week 8		
	1.2, 1.3, 2.2, 3.2, 3.3, 4.1									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Resistance Training										
	Assessment Task 2: 25%								Due: Week 8		
	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Individual Games and Sports									
	Assessment Task 3: 25%							Due: Week 8		
	1.1, 1.3, 2.1, 3.1, 3.2,4.1, 4.4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Healthy Lifestyles			<b>Trial Examinations</b>		Healthy Lifestyles				
				<b>Assessment Task 4: Trial Examinations 25%</b>						
	1.5, 2.3, 3.5, 4.3			ALL OUTCOMES						

## Visual Arts Assessment Schedule

**Course Overview:** Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view. Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Development of the Body of Work</b>  Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the 3 areas of study	<b>Written Research Task: Artist's Practice</b>  Investigation of the relationship(s) between artists and artworld practices, including annotated research	<b>Trial HSC Examination</b>  Art Criticism and Art History Written Examination	<b>Body of Work</b>  Resolving the Body of Work: submission of artworks under development. VAPD, written analysis of intention and artmaking practice through the conceptual framework		
	<b>Term 4, Week 10</b>	<b>Term 1, Week 9</b>	<b>Term 3, Week 4, 5</b>	<b>Term 3, Week 7</b>		
	<b>Outcomes assessed</b> H1, H3, H4,	<b>Outcomes assessed</b> H7, H8	<b>Outcomes assessed</b> H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H4, H5, H6		
<b>Artmaking</b>  50%	10			40	<b>50</b>	
<b>Art Criticism &amp; Art History</b>  50%		20	30		<b>50</b>	
<b>Total %</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>100</b>	

### Assessment Syllabus Outcomes;

- H1:** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
- H2:** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3:** demonstrates an understanding of the frames when working independently in the making of art
- H4:** selects and develops subject matter and forms in particular ways as representations in artmaking
- H5:** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6:** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7:** applies their understanding of practice in art criticism and art history
- H8:** applies their understanding of the relationships among the artist, artwork, world and audience
- H9:** demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10:** constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

## Visual Arts Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 4</b>	Critical & Historical Studies Case Study 1									<b>Assessment Task 1</b>
	Artmaking <b>EXPERIMENTING</b> – Starting the Body of Work									
	<b>Assessment Task 1: Body of Work Development + Visual Arts Process Diary 10%</b>									<b>Due: Week 10</b>
	H1, H3, H4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Critical & Historical Studies Case Study 2								<b>Assessment Task 2</b>		
	Artmaking <b>EXPLORING</b> – The Body of Work										
	<b>Assessment Task 2: Written Research Task – Artist's Practice 20%</b>								<b>Due: Week 9</b>		
	H7, H8										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>TERM 2</b>	Critical & Historical Studies Case Study 3					Critical & Historical Studies Case Study 4				
	Artmaking <b>DEVELOPING</b> – The Body of Work									
	H7, H8, H9, H10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>TERM 3</b>	Critical & Historical Studies Case Study 5			<b>Trial HSC Examination</b> Art Criticism and Art History Written Examination			<b>Assessment Task 4</b>	Revision			
	Artmaking <b>RESOLVING</b> – The Body of Work			<b>Assessment Task 3: Trial HSC Examination 30%</b>			<b>Body Of Work</b>	<b>SECTION I</b> Unseen Artwork Questions		<b>SECTION II</b> Written Essay	
	<b>Assessment Task 3: Trial HSC Examination 30%</b>			<b>Assessment Task 4: Body of Work, VAPD 40%</b>							
	H1, H2, H4, H5, H6										

## Section VIII: Evaluation

Cowra High School continually evaluates and procedures to ensure compliance and fairness for all students. This will include ongoing monitoring of the following:

- The Assessment Program and Timeline
- The School Policy
- The workload of students and teachers.

Following such evaluation, this Policy may be modified, in order to allow for progressive refinement of the Assessment procedure.

The relevant **Deputy Principal** will lead the Policy Evaluation process with the school executive prior to the end of Term 3. The **Principal** will give the final approval of the assessment policy.