



Year 12

**HSC
Assessment Booklet**

2018

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SENIOR ASSESSMENT POLICY

1. STAFF & STUDENT RESPONSIBILITY

Student responsibilities:

- Make a serious attempt at each task and act on constructive feedback
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Adhere to the HSC assessment guidelines

Teacher responsibilities:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESAs requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students

2. HSC ELIGIBILITY

To be eligible for the award of the Higher School Certificate students must have:

- gained the Record of Student Achievement (RoSA) or such other qualifications as the Board of Studies considers satisfactory
- attended a government school, an accredited non-government school, a school outside NSW recognised by NESAs, or a college of TAFE
- satisfactorily completed courses that comprise the pattern of study required by NESAs for the award of the Higher School Certificate
- sat for and made a serious attempt at the required HSC examinations.

Pattern of study

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units of NESAs Developed Courses- at Preliminary and HSC level
- at least two units of a NESAs Developed Course in English*
- at least three courses of two-unit value or greater (either NESAs Developed or NESAs Endorsed Courses)- at Preliminary and HSC level
- at least four subjects- at Preliminary and HSC level

* Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of NESAs Developed Courses required for the award of the HSC.

For Science courses:

- a maximum of six Preliminary units and six HSC units can be studied
- in the Preliminary study pattern, Senior Science *cannot* be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics
- in the HSC, Senior Science *can* be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC must have successfully completed the Preliminary course in at least one Science course

Meet eligibility requirements for:

- English (ESL) course
- Continuers course in language

- Beginners course in language
- Heritage course in language

All Preliminary and HSC:

- NESA Endorsed Courses have current endorsement
- students have completed the *HSC:All My Own Work program* (except Life Skills students)

Australian Tertiary Admission Rank (ATAR)

To be eligible for an ATAR students must complete at least 10 units of NESA Developed Courses including:

- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three NESA Developed Courses of two units or greater
- at least four subjects

NESA Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for the ATAR

Administrative Requirements

Students are required to confirm their pattern of study and sign the *Confirmation of Entry* form

3. ASSESSMENT TASKS

Task Weight

An individual task should not normally be worth less than 10%, nor more than 40%, of the total assessment marks. One task may address several course outcomes. In general, later tasks should carry more weight than earlier tasks.

Number of Tasks

The assessment program must include the Trial HSC. Three to five tasks (including the trial HSC) are generally sufficient for 2 unit courses and two to three for a one unit course. NESA recommends a maximum of five assessment tasks.

Tasks

The assessment tasks used should be appropriate to the outcomes and component of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students

All assessment tasks for a course should be completed by each candidate

The students will sign to acknowledge the receipt, submission and return of a task

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations. Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

4. ASSESSMENT NOTIFICATION

- In addition to the notification in the handbook, each task should be notified as to the precise date, outcomes assessed, weighting for components and marking rubric (where appropriate). At least two weeks' notice of the details of a task should be given.
- The format of the notification must be in the agreed school proforma
- Tasks that are to be submitted should note: "It is **good practice** (although not officially required) to email a PDF copy of your task to your teacher prior to the deadline, to support any case of misadventure that may occur on the day of submission"
- Students are to sign that they have received the assessment task notification
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher to certify the task.
- A copy of the task notification is filed with the Deputy Principal.

If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. Note, unless there are exceptional circumstances, an extension of time for the task will not be granted.

5. ASSESSMENT SCHEDULE

General Guidelines:

- Assessment in the Preliminary course should not begin before Week 5 of Term 1 for that cohort.
- Assessment for the HSC course may commence in Term 4 of the year prior to the HSC examination in that course.
- Students who have been admitted to the HSC course on probation will need to complete all outstanding Assessment tasks for the relevant Preliminary Course by the end of Term 4.

Trial HSC Examination:

- All courses will have a Trial HSC examination (except English Extension 2 and some CEC and BEC courses);
- The Trial HSC should form a significant part of assessment;
- Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty

Students:

- are required to wear school uniform; and
- need only attend during the time of their scheduled examinations;
- are not permitted to leave the examination earlier than the finish time.

If a student is absent from the Trial HSC they are required to:

- Contact the school on the day of the examination
- Catch-up the task within the scheduled examination period.

Assessment Blocks:

- All tasks are required to take place in the assessment periods.
- The load of tasks is balanced by timetable lines and managed by the Deputy Principal
- Courses are not required to place an assessment task in every assessment block

Submission of Assessment tasks:

- All hand in assessment tasks must be submitted by **9.30 a.m.** on the due date. Hard copies (on paper) must be submitted through the front office. Where an electronic copy is required only, electronic copies must be submitted in pdf format via email or moodle, as directed on the assessment notification. Students have a responsibility to ensure :
 - the correct electronic file is attached
 - the file is not corrupt

Note that technology fault is not grounds for appeal

HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

Minimal homework is to be provided during the assessment period.

Change of dates for assessment tasks to outside the assessment block will only be permitted in exceptional circumstances. Approval is required by the Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks' notice in writing will be given to all students concerned.

TERM 4 2017	WEEK	YEAR 12 HSC ASSESSMENT SCHEDULE				
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8	HSC ASSESSMENT PERIOD ONE				
	9					
10						

TERM 1 2018	2					
	3					
	4					
	5	HSC ASSESSMENT PERIOD TWO				
	6					
	7					
	8	ENGLISH STAND AND ADV ASSESSMENT				
	9					
	10	HSC ASSESSMENT PERIOD THREE				
	11					

TERM 2 2018	1	PUPIL FREE	PUB. HOL.			
	2					
	3					
	4					
	5	ENGLISH STAND AND ADV ASSESSMENT				
	6					
	7	HSC ASSESSMENT				
	8	PUB. HOL.	PERIOD FOUR			
	9					
	10					

TERM 3 2018	1	PUPIL FREE	TRIAL			
	2		HSC			
	3		PERIOD			
	4	PRACTICAL PROJECTS &				
	5	SUBMITTED WORKS & ENGLISH STAND AND ADV SPEECHES				
	6					
	7					
	8					
	9					
	10					

6. PROCEDURES FOR THE ADMINISTRATION OF TASKS

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences

Preliminary and HSC English speeches will be held over on the same day(s) to ensure fairness and the consistent implementation of the task

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

7. PROCEDURES FOR AWARDING MARKS

The HSC requires that a standard referenced approach be used for assessing and reporting student achievement. Assessment tasks allow measurements of student performance in relation to course outcomes, including those not readily measured by an examination. This serves to provide several types of measurements over a period of time. In a standards-referenced approach, the assessment mark submitted to NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

Marks

Marks are calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly.

The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their semester two report.

Moderation

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation (*NESA, HSC assessment in a standards-referenced framework- A Guide to Best Practice*).

Statistical procedures may not be appropriate in courses with small candidatures.

A meeting is held with the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to NESA.

8. PROCEDURES FOR LATE SUBMISSION AND NON-COMPLETION OF TASKS

- Tasks handed in late, or completed late, will receive a zero.
- A student has the right to appeal the zero mark.
 - i) Where the teacher of the class is absent on the due date**
 - Where a teacher is absent on the day for an in-class task, the Faculty Head Teacher or senior teacher will arrange alternative cover. This may involve notifying the Head Teacher, Administration, to arrange casual relief.
 - ii) Where a student is absent on the due date**
 - Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before time.
 - Where a student is absent on the day because of illness / misadventure, the student must arrange for the task to be handed in on time by an agent. Otherwise the task must be submitted electronically by 9.30 am. Email lambton-h.school@det.nsw.edu.au
 - Where the student has been absent on the day the assessment task was due and the task was not handed in by arrangement, due to misadventure, the student must hand in the task to their teacher on their first day of attendance. **Relevant evidence** (eg. doctor's certificate, statutory declaration, other) covering all days of absence, together with an Assessment Illness/Misadventure Appeal form must be supplied within five school days.

- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task first day back at school. **Relevant evidence** (eg. Current doctor's certificate, statutory declaration, other) covering all days of absence must be submitted within five school days.
- Failure to follow the above procedures will result in an N Award Warning letter being sent to parents/caregivers of the student.
- Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero must be given initially and the student has the right to appeal

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted **on the due date**.

It is the student's responsibility to notify the Principal **at the time of suspension** that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension

9. PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances

Where a student experiences a misadventure, she/he should obtain an Illness-Misadventure Appeal form from the front office (also available on the LHS website). This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

Completing the Illness/Misadventure Appeal

PART A: This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Deputy Principal within **five school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances

Students cannot submit an appeal on the basis of:

- technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: The appeal is then completed by the Deputy Principal (within policy guidelines), the Deputy Principal may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART D: The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- uphold the appeal

- v) dismiss the appeal
- vi) impose a penalty.

- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
- All documents related to the appeal should be placed in the student's file.

10. MALPRACTICE

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

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

Where cheating is detected a zero will be given for the task. The school may apply penalties at the discretion of the Principal.

Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply.

A student penalised for cheating has access to the appeals process.

11. INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

The Head Teacher will ascertain the reasons for the unreliable or invalid results and implement one or more of the following processes as appropriate:

- negotiation with all students affected.
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the test
- other, as determined by the Head Teacher.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved

12. MAINTAINING RECORDS

Procedures for providing assessment marks for students who transfer into the school after the commencement of the HSC course

- i. For students who transfer into the school before 30 June in the year of the Higher School Certificate examination:

Request the former school forward information regarding:

- assessment marks, task weightings and rank
- N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

- ii. For students who transfer into the school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

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.

13. FEEDBACK

Teachers provide feedback to students to assist their learning. The effectiveness of feedback to students on their performance on assessment tasks can now be significantly improved in the standards-based system used for the HSC.

Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- Students' attainments in the task relative to the outcomes
- Students' relative positions within the course group.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

14. PROCEDURES FOR N-WARNING AND DETERMINATION

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course.

A minimum of **two** warning letters for each course is required for N-Determination.

The Principal will use the following as a guide for N-Determination (Appendix):

1. **50% Rule:** In addition to any other set tasks and experiences in any course, students **must** complete assessment tasks that contribute in excess of 50% of available marks
2. **Attendance:** A student who attends less than 85% of their lessons would be deemed as causing concern
3. **Set Tasks and Experiences:** Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school

If a decision is made to progress with an N-Determination:

- The principal will notify the parent/carer that in the schools view, their student has not met the completion requirements for the award of the Preliminary HSC or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required)
 - i. If the appeal is upheld, award the marks for the course
 - ii. If the Appeal is declined, forward all documentation to the Board of Studies for determination

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Preliminary HSC or HSC

15. SPECIAL PROVISIONS

The Learning and Support Teacher is responsible for the identification and management of students requiring special provisions. A submission for all known cases is made to NESAs.

Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination.

The Learning and Support Teacher will develop a list of students requiring special provisions by the end of Term 1. Additional students may be added during the year.

Special provisions should apply to those assessment tasks affected by the student's specific provisions, only when approved by NESA or by emergency arrangement with the Principal.

16. PROCEDURES FOR ACCELERANTS AND ACCUMULANTS

Acceleration

Students who are accelerated must be able to demonstrate completion of NESA syllabus outcomes. Acceleration must be on the basis of compression of the curriculum, or curriculum 'compacting', not omission.

Students who are accelerated into Year 10 or from Year 10 into Year 11, will be outstanding or exceptional students whom the school can confidently expect will receive an 'A' grade in Stage 5.

Students may undertake Preliminary and/or HSC courses in advance of their usual cohort and may accelerate in all courses (grade advancement) or in one or more courses.

In terms of the formal assessment program for the HSC, a student accelerating in a subject should complete all assessment tasks (or the equivalent) that are undertaken by students completing the usual HSC program in the subject.

Individual accelerants should be withdrawn from class to join their Preliminary and/or HSC cohort class for task notifications and assessment examinations (where relevant).

Marks and ranking for accelerants will be calculated according to their performance within the cohort group.

Accelerating students, as with all HSC students, will have open to them a range of alternative pathways to the HSC.

Accelerating HSC students, having completed HSC courses in advance of their Year cohort, may:

- undertake additional units for the HSC;
- undertake an HSC extension course, if requirements are met;
- undertake a university level course, eg a Distinction Course or University Extension Course;
- undertake external or part-time study at University or TAFE;
- commence part-time work in addition to their studies
- undertake a combination of some of the above options.

An accelerating student may be permitted to repeat a course in which they have been accelerated, though this would not be the expectation. If a student is accelerated, it should occur in the educational interests of the particular student, and with a strong probability of success in that accelerated subject or subjects.

The UAC rules specify that, while a student may repeat a subject at the HSC, only the most recent result may be counted for ATAR purposes.

Accumulation

There is no restriction on the accumulation of Preliminary courses. Students may accumulate HSC courses towards the Higher School Certificate over up to five years.

Students who are accumulating courses will receive a Record of Achievement.

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 NESA.

17. VOCATIONAL EDUCATION AND TRAINING COURSES

Assessment requirements for Vocational Education and Training courses

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

The Board of Studies requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- use a competency-based approach to assessment
- maintain a record of all of the competencies achieved by each student
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment
- report to the Board via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course
- verify that students have completed the mandatory work placement hours that have been assigned to each course
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/misadventure appeal.

18. PRACTICAL AND SUBMITTED WORKS

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation.

Teachers must certify the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged

- Students must sign to acknowledge the receipt of NESA guidelines.

19. PROCEDURES FOR REVIEWING THE POLICY

The policy is reviewed annually by staff, students and community representatives to ensure:

- the implementation of procedures which satisfy the requirements for the award of the HSC; and
- it meets NESA Syllabus Objectives including teaching the prescribed areas of study, electives and texts

The review includes:

- Assessment Policy
- Preliminary and HSC Monitoring Folders
- Assessment schedules

20. OTHER RELEVANT DOCUMENTS/SITES

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Assessment Resource Centre
- NESA Advice to Students, Parents and Teachers- HSC Assessment and Submitted Works
- Equipment Checklist for the Higher School Certificate Examinations
- HSC Assessment in a Standards-Referenced Framework- A Guide to Best Practice
- HSC English Prescribed Area of Study, Electives and Texts

- HSC Performance and Submitted Works- Advice to Schools Regarding Content
- Studying for the NSW Higher School Certificate
- Rules and Procedures for Higher School Certificate Candidates

21. EXAMINATION PROCEDURES

Students:

- must be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement the examination).
- are required to fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- are not permitted to leave the venue before the end of the examination.
- must not talk once they have entered the examination venue.
- will be directed where to sit. Subject groups will sit together.
- must remove their watch and place it in clear view on the examination desk.
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time.
- may consult their dictionary during reading time (for examinations where dictionaries are permitted)
- must read the instructions on the examination paper carefully as well as all questions.
- write clearly, preferably with black pen.
- write answers in the correct answer booklets.
- must follow the supervisors instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students.
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination they are to make contact with the Deputy Principal.

HSC Equipment Checklist for 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, sharpener (use pencils where specifically directed)
 a ruler marked in millimetres and centimetres
 highlighter pen
 Specific course equipment approved by NESAs

Specific course equipment can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students are not permitted to borrow equipment during examinations.

Students may only use scientific calculators that appear on the Board's list of approved scientific calculators. The list of approved scientific calculators, can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

Students are permitted to take dictionaries into certain Language examinations. However, they must be monolingual and/or bilingual print dictionaries relating to the language being examined. Dictionaries cannot be annotated or highlighted in any way, including using stickers to mark a particular place. Electronic dictionaries are not permitted.

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



LAMBTON HIGH SCHOOL

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Principal: Mr. M Rosser

ILLNESS-MISADVENTURE APPEAL FORM

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances

Where a student experiences a misadventure, she/he should obtain an Illness-Misadventure Appeal form from the front office (also available on the LHS website). This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

Completing the Illness/Misadventure Appeal

PART A: This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Deputy Principal within **five school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances

Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: The appeal is then completed by the Deputy Principal (within policy guidelines), the Deputy Principal may:

- vii) uphold the appeal
- viii) dismiss the appeal
- ix) impose a penalty.

If the Deputy Principal dismisses the appeal, the student has the option of requesting an Appeals Committee review.

PART D: The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may:

- x) uphold the appeal
 - xi) dismiss the appeal
 - xii) impose a penalty.
- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
 - All documents related to the appeal should be placed in the student's file.

ILLNESS-MISADVENTURE APPEAL

ROSA / Preliminary HSC/ HSC Assessment (Circle one)

PART A – TO BE COMPLETED BY STUDENT (Please return to the appropriate Deputy Principal)

Name of Candidate:..... Teacher:.....
Subject:..... Course:
Assessment Task Due Date:.....

Reasons for failure to meet requirements: (Please outline your reasons)
.....
.....
.....
.....

PART B- DOCUMENTATION (Please attach evidence)

- | | | |
|--------------------------|-----|----|
| 1. Statutory Declaration | YES | NO |
| 2. Medical Certificate | YES | NO |
| 3. Other Documentation | YES | NO |

Student Signature:..... Parent/Carer Signature:.....
Date:

*** SUBMIT THIS FORM TO THE DEPUTY PRINCIPAL WITHIN 5 DAYS OF THE MISADVENTURE**

PART C- TO BE COMPLETED BY THE DEPUTY PRINCIPAL

- Uphold the appeal
- Dismissing the appeal
- Other (explain)

.....
.....
.....
.....
.....

Deputy Principal: Date:

PART D- TO BE COMPLETED BY THE APPEAL COMMITTEE (IF REQUIRED)

Scheduled Meeting Date: Venue:.....

- Uphold the appeal
- Dismissing the appeal

.....
.....
.....

Deputy Principal: Date:
Head Teacher: Date:
Year Adviser: Date:

HSC COURSE 2018		SUBJECT: ANCIENT HISTORY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		H1.1, H2.1, H3.1, H4.1, H4.2	H1.1, H2.1, H3.2, H3.3, H3.5, H3.6, H4.1, H4.2	H1.1, H2.1, H3.1, H3.2, H3.3, H3.6, H4.1, H4.2	H1.1, H2.1, H3.3, H3.4, H3.5, H4.1, H4.2
		Description: Research-Based Study: Essay Historical Period	Description: Source-Based Research: Essay Core Study: Cities of Vesuvius	Description: Source-Based Study: Communication Task Ancient Societies: Spartan Society to the Battle of Leuctra 371BC	Description: Core Study Ancient Society: Sparta Historical Period Personalities
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of course content	40	5	5	5	25
Source-based skills	20	5	5	5	5
Historical inquiry and research	20	10	10		
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks	100	25	25	15	35

HSC COURSE 2018		SUBJECT: BIOLOGY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H11, H12, H13, H14 H15	Outcomes H2, H4, H5, H13, H14	Outcomes H1, H3, H6, H8, H9	Outcomes H1 – H14
		Description: Skills	Description: Problem solving and Analysis (Research)	Description: Problem solving and Analysis	Description: Trial HSC Examination
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding: Students will develop knowledge and understanding of: the history of biology, the nature and practice of biology, applications and uses of biology, the implications of biology for society and the environment, current issues, research and developments in biology, cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution.	40	5	10	5	20
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30	10	5	10	5
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30	5	5	10	10
Marks	100%	20%	20%	25%	35%

HSC COURSE 2018		SUBJECT: BUSINESS STUDIES			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1, H2, H3, H5, H7, H9	Outcomes H5, H8, H9, H10	Outcomes H2, H5, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H8, H9, H10
		Description: Research task – Operations	Description: Objective response and short answer: Finance	Description: Research task and business report: Marketing	Description: Objective response, short answer, extended response
		SUBMIT	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of course content	40	5	10	10	15
Stimulus based skills	20		10		10
Inquiry and research	20	10		10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	5	5
Marks	100	20	25	25	30

HSC COURSE 2018	SUBJECT: CHEMISTRY				
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H4, H10, H11, H12, H13	Outcomes H1, H6, H8, H10, H14	Outcomes H3, H8, H11, H12, H14	Outcomes H1 - H14
		Description: Practical Investigation including a research component	Description: Open book extended response	Description: Research and Practical Skills Test	Description: Trial HSC Examination
		IN CLASS	IN CLASS	IN CLASS	TRIAL EXAM
Knowledge and Understanding: The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry. Atomic structure, the Periodic Table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry.	40%	5	10	5	20
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30%	10	5	10	5
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30%	10	5	5	10
Marks	100%	25%	20%	20%	35%

HSC COURSE 2018		SUBJECT: COMMUNITY and FAMILY STUDIES			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H4.1, H4.2	Outcomes H1.1, H2.2, H3.3	Outcomes H1.1, H3.2, H6.1	Outcomes H1.1, H2.2, H2.3, H3.1, H3.3, H5.2, H6.2 to 7.4
		Description: IRP - Plan - Diary - Project	Description: Groups in Context: - Essay	Description : Parenting & Caring: Showbag/Information flyer	Description: Trial HSC Examination
		SUBMIT	IN CLASS	SUBMIT	Trial HSC Exam
Knowledge & understanding of how the following impact on well-being: <ul style="list-style-type: none"> • Resource management • Positive relationships • Range of societal factors • Nature of groups, families & communities 	40%		10	10	20
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families & communities • Planning to take responsible action to promote wellbeing 	25%		10	10	5
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	35%	20	5	5	5
Marks	100%	20%	25%	25%	30%

HSC COURSE 2018 in line with Prelim		SUBJECT: COMPUTING APPLICATIONS			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 4/5
		Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1	Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1	Outcomes 1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.3, 5.1	Outcomes All
		Description: Graphics 2	Description: Communications 2 - Web Design	Description: Multimedia 2	Description: Online Moodle test
		SUBMIT(Moodle)	SUBMIT (Moodle)	SUBMIT (Moodle)	IN CLASS
Flash Practical Class activities	20%	20			
Multimedia	30%		30		
Digital Media Folio	30%			30	
Yearly Examination	20%				20
Marks	100%	20%	30%	30%	20%

HSC COURSE 2018		SUBJECT: DRAMA				
Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 5/6	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1.3, H1.7, H3.1, H3.3	Outcomes H1.3, H1.5, H2.2, H2.3	Outcomes H1.2, H3.1, H3.2, H3.3	Outcomes 1.1, 1.4, 1.6, 2.1	Outcomes 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
		Description: Contemporary Australian Theatre Performance and In- Class Essay	Description: Individual Project Presentation (Logbook, Script Development, Research & Planning)	Description: IP Process Check & Approaches to Acting Essay	Description: Group Performance Presentation (and submission of GP and IP rationales)	Description: Trial HSC (incorporating written exam, GP, IP, logbooks and rationale)
		IN CLASS	SUBMIT AND IN CLASS	SUBMIT and IN CLASS	IN CLASS	TRIAL EXAM
Making	40%	10%	10%	5%	15%	
Performing	30%		5%		5%	20%
Critically Studying	30%	10%		10%		10%
Marks	100%	20	15	15	20	30

HSC COURSE 2018		SUBJECT: EARTH AND ENVIRONMENTAL			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H3,H4, H7	Outcomes H4,H7,H8	Outcomes H12,H14, H15	Outcomes H1,H2,H3,H4,H5, H6,H7,H8,H9,H10,H11 H12,H13,H14
		Description: Research	Description: Open Book Extended Response	Description: Practical Skills Test	Description: Trial HSC Examination
		SUBMIT	IN CLASS	IN CLASS	TRIAL EXAM
Knowledge and Understanding	40	5	10	5	20
Skills in planning and conducting first-hand investigations	30		5	20	5
Skills in: scientific thinking, problem-solving, and in communicating, understanding and conclusions	30	10	5	5	10
Marks	100%	15%	20%	30%	35%

HSC COURSE 2018		SUBJECT: ENGINEERING STUDIES			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H2.1,2.2,3.1,3.2,4.1, 4.2,5.1,5.2,6.1,6.2	Outcomes H1.1,1.2,2.1,2.2, 3.1,3.3,4.2,4.3,6.1,6.2	Outcomes H1.1,1.2,2.1,2.2,3.1,3.2, 3.3,4.1,4.2,5.1,6.1	Outcomes H1.1,1.2,2.1,2.2, 3.1,3.3,4.2,4.3,6.1
		Description: Civil Structures	Description: Topic test	Description: Aeronautical Engineering	Description: Trial Examination
		SUBMIT	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of engineering principles and developments in technology	50	10	10	15	15
Skills in research, problem solving and communication related to engineering	30	10	5	5	10
Understanding the scope and role of engineering including management and problem solving	20		5	10	5
Marks	100%	20	20	30	30

HSC COURSE 2018		SUBJECT: ENGLISH EXTENSION 2		
Components	Weighting	Task 1	Task 2	Task 3
		Term 1, 2018 Week 4	Term 2, 2018 Week 5	Term 3, 2018 Week 4
		Outcomes 1 and 2	Outcomes 1 and 2	Outcomes 1 and 2
		Description: Viva Voce	Description: Report	Description: Final draft version of the Major Work and Reflection Statement
		IN CLASS	SUBMIT	SUBMIT
Objective 1 Skills in extensive independent investigation	50%	10	20	20
Objective 2 Skills in sustained composition	50%	10	10	30
Weighting	100%	20	30	50

HSC COURSE 2018		SUBJECT: HSC ENGLISH EXTENSION 1		
Components	Weighting	Task 1	Task 2	Task 3
		Term 1, 2018 Week 5	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes 1,2,3,4	Outcomes 1,2,3	Outcomes 1,2,3,4
		Description: Imaginative Task	Description: Critical Response Tutorial Presentation (Speech)	Description: Trial HSC examination
		HAND IN	HAND IN and DELIVERED IN CLASS	TRIAL EXAM
Knowledge and understanding of complex texts and how and why they are valued	50%	20	15	20
Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation 	50%	15	20	10
Marks	100%	35	35	30
Modes		Viewing and Representing 20% Reading and Writing 15%	Speaking and Listening 20% Reading and Writing 15%	Reading and Writing 30%

HSC COURSE 2018		SUBJECT: ADVANCED ENGLISH				
Course Content	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 8	Term 2, 2018 Week 5	Term 3, 2018 Weeks 1-3	Term 3, 2018 Week 5
		Outcomes 2, 4, 6, 7, 8	Outcomes 1, 4, 5, 12, 12A, 13	Outcomes 2A, 4, 6, 8, 9, 10	Outcomes 2, 3, 4, 7, 8, 11	Outcomes 3, 4, 7
		Description: Area of Study Short Answers and Critical Response	Description: Module A – Prepared Critical Response (Essay)	Description: Module B – Critical response	Description: Trial HSC Paper 1: AoS Paper 2: Modules	Description: Module C – Speech
		IN CLASS	IN CLASS	IN CLASS	TRIAL EXAM	HAND IN and DELIVERY as per timetable
AREA OF STUDY Discovery	40%	25%			15%	
MODULE A Comparative Study of Texts and Context	20%		15%		5%	
MODULE B Critical Study of Text	20%			15%	5%	
MODULE C Representation and Text	20%				5%	15%
Marks	100%	25%	15%	15%	30%	15%
MODES		LISTENING 15% VIEW/REP 5% WRITING 5%	WRITING 10% READING 5%	READING 10% WRITING 5%	READING 10% WRITING 10% VIEW/REP 10%	SPEAKING 15%

HSC COURSE 2018		SUBJECT: STANDARD ENGLISH				
Course Content	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 8	Term 2, 2018 Week 5	Term 3, 2018 Weeks 1-3	Term 3, 2018 Week 5
		Outcomes 2, 4, 6, 7, 8, 11	Outcomes 1, 4, 5, 12, 13	Outcomes 4, 6, 8, 9, 10	Outcomes 2, 3, 4, 7, 8, 11	Outcomes 3, 4, 7
		Description: Area of Study Short Answers and Critical Response	Description: Module A – Critical Response	Description: Module B – Critical Response	Description: Trial HSC Paper 1: AoS Paper 2: Modules	Description: Module C – Speech
		IN CLASS	IN CLASS	IN CLASS	TRIAL EXAM	SUBMIT and IN CLASS DELIVERY
AREA OF STUDY Discovery	40%	25%		15%		
MODULE A Experience Through Language	20%		15%		5%	
MODULE B Close Study of Text	20%			15%	5%	
MODULE C Texts and Society	20%				5%	15%
Marks	100%	25%	15%	15%	30%	15%
MODES		LISTENING 15% VIEW/REP 5% WRITING 5%	WRITING 10% READING 5%	READING 10% WRITING 5%	READING 10% WRITING 10% VIEW/REP 10%	SPEAKING 15%

HSC COURSE 2018		SUBJECT: ENGLISH STUDIES CEC			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/66	Term 2, 2018 Week 7/8	Term 3, 2018 Week 5
		Outcomes 1, 4	Outcomes 3, 4	Outcomes 1, 2, 3	Outcomes 1, 2
		Description: Landscapes of the Mind: English and the Creative Arts Website Design	Description: Discovery and Investigation: English and the Sciences Research Report	Description: We are Australian (Mandatory module) Speech and PowerPoint Presentation	Description: Playing the Game: English in Sport Reading Task and Writing Task
		SUBMIT	SUBMIT	SUBMIT and IN CLASS DELIVERY	IN CLASS
Ideas and values, Language Techniques	30%	10	5	10	5
Speaking, Reading, Writing, Viewing/Representing	30%	10	5	5	10
Language skills for purpose, audience and context	25%	5	5	5	10
Individual and group skills	15%		10	5	
Marks	100%	25%	25%	25%	25%

HSC COURSE 2018		SUBJECT: ESL				
Course Content	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 2, 2018 Week	Term 2, 2018 Weeks	Term 3, 2018 Week 1-3
		Outcomes: 1,2,4,6,7	Outcomes: 1,3,4,6,9,11,13	Outcomes: 5,8,10,11,12	Outcomes 1,5,7,10,14	Outcomes 1,3,4,6,8,12
		Description: Area of Study Short Answer Responses	Description: Area of Study Essay Response	Description: Module A Speech	Description: Module B Listening task	Description: Trial HSC Examination
		IN CLASS	SUBMIT	SUBMIT and IN CLASS DELIVERY	IN CLASS	TRIAL EXAM
AREA OF STUDY Discovery	50	20%	15%			15%
MODULE A	25			20%		5%
MODULE B	25				15%	10%
Marks	100%	20%	15%	20%	15%	30%
MODES		Reading 5% View/rep 10% Writing 5%	Writing 10% Reading 5%	Speaking 20%	Listening 15%	View/rep 5% Writing 10% Reading 10% Listening 5%

HSC COURSE 2018		SUBJECT: FOOD TECHNOLOGY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Week 1-3
		Outcomes H1.2, H3.1, H1.4	Outcomes H1.1, H4.2	Outcomes H4.1, H1.3, H5.1, H3.2	Outcomes H1.1, H1.2, H1.3, H1.4, H2.1, 3.2
		Description: Australian Food Industry – Research Task.	Description: Food Manufacture - Research Task	Description: Food Product Development/Contemporary Nutrition Issues – Folio	Description: Trial Higher School Certificate
		SUBMIT	SUBMIT and PRACTICAL	SUBMIT and PRACTICAL	Trial HSC Exam
Knowledge & Understanding	20%	5	5		10
Research, analysis & communication	30%	10	5	5	10
Experimentation & preparation	30%		15	15	
Design, implementation & evaluation	20%		5	10	5
Marks	100%	15	30	30	25

HSC COURSE 2018		SUBJECT: FRENCH BEGINNERS			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes 2.1-2.5	Outcomes 1.1-1.3 2.1-2.6 3.1-3.3	Outcomes 2.1-2.6 3.1-3.3	Outcomes All- 1.1-1.3 2.1-2.6 3.1-3.3
		Description: Listening & Reading	Description: Listening, Speaking & Writing	Description: Reading and Writing	Description: Listening, Speaking Reading & Writing
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Listening	30%	10	10		10
Reading	30%	10		10	10
Speaking	20%		10		10
Writing	20%		5	10	5
Marks	100%	20%	25%	20%	35%

HSC COURSE 2018		SUBJECT: GEOGRAPHY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1, H2, H5, H6, H8, H9, H10, H12, H13	Outcomes H1, H3, H7, H8, H9, H10, H11, H12, H13	Outcomes H1, H4, H5, H6, H8, H10, H11, H12, H13	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13
		Description: Fieldwork & Skills	Description: Fieldwork	Description: Extended Response	Description: Objective response, short answer, extended response
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of course content	40	5	5	10	20
Geographic tools and skills	20	5	5		10
Geographical inquiry, including fieldwork	20	10	10		
Communication of geographic information	20			10	10
Marks	100	20	20	20	40

HSC COURSE 2018		SUBJECT: HISTORY EXTENSION		
Components	Weighting	Task 1	Task 2	Task 3
		Term 1, 2018 Weeks 10/11	Term 3, 2018 Weeks 1-3	Term 3, 2018 Weeks 4/5
		Outcomes E1.1, E2.2, E2.3	Outcomes E1.1, E2.2, E2.3	Outcomes E2.1, E2.2, E2.3
		Description: Essay <ul style="list-style-type: none"> <i>What is History?</i> 	Description: Trial HSC Examination <ul style="list-style-type: none"> <i>What is History?</i> <i>Case Study</i> 	Description: <ul style="list-style-type: none"> History Project
		IN CLASS	TRIAL EXAM	SUBMIT
Knowledge and understanding of significant historical ideas and processes	10	5	5	
Skills in designing, undertaking and communicating historical inquiry – the History Project	40			a. The Product 30 <i>Synopsis</i> 5 <i>Essay</i> 20 <i>Annotated Bibliography</i> 5 b. The Process 10 <i>Proposal</i> 5 <i>Process Log</i> 5
Marks	50	5	5	40

School Name: Lambton High

Student Competency Assessment Schedule

COURSE: HSC Hospitality 2017- 2018

Assessment Events for SIT20316 Certificate II in Hospitality		Holistic	Event 5	Event 6	Event 7	Event 8 a&b	Event 12	Trial HSC Exam*	Work Placement 2*
		Evidence Journal	Café Skills	Working Together	Food on the run	How may I help you Communication is the key	Love Food Hate Waste		
		Date: Week 7/8 Term 3 2018	Date: Week:5/6 Term: 4 2017	Date: Week:3/4 Term: 1 2018	Date: Week: 7/8 Term: 1 2018	Date: Week: 7 Term: 2 2018	Date: Week: 7 Term: 3 2018	Date: Week:1/2/3 Term: 3 2018	Date: Week: Term:
Code	Unit of Competency								
SITHIND003	Use hospitality skills effectively (Holistic)	X	X	X	X	X	X	X	X
BSBWOR203	Work effectively with others	X						X	X
SITHFAB007	Serve food and beverage	X	X		x			X	X
SITHCCC003	Prepare & present sandwiches	X	X		x			X	
SITHFAB004	Prepare and serve non-alcoholic beverages	X	X		x			X	X
BSBCMM201	Communicate in the workplace	X		X	x	x		X	X
SITXCOM001	Source & Present Information	X		X		x		X	
BSBSUS201	Participate in environmentally sustainable practices	X			X		X	X	

x

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality (SIT20316) or a Statement of Attainment towards a Certificate II in Hospitality (SIT20316).

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

HSC COURSE 2018	SUBJECT: INDUSTRIAL TECHNOLOGY WOOD				
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H3.1,3.2,3.3,4.2 4.3,5.2,6.1,6.2	Outcomes H3.1,3.3,4.1,4.3,6.2	Outcomes H2.1,3.1,3.3, 4.1,4.3,6.2	Outcomes H1.1,1.2,1.3,3.1,3.3 4.3,6.1,6.2,7.1,7.2
		Description: Draft Project Folio	Description: Practical Progress	Description: Published Folio & Practical Skills	Description: Trial HSC Examination
		SUBMIT	IN CLASS	SUBMIT & IN CLASS	Trial HSC Exam
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	Industry Study 15				15
	Industry Related Manufacturing Technology 25	5		5	15
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality Major Project	60	15	20	25	
Marks	100%	20	20	30	30

HSC COURSE 2018		SUBJECT: INFORMATION PROCESSES & TECHNOLOGY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1.1,2.2,3.1,,3.2,5.1, 6.1, 6.2,7.1,7.2	Outcomes H1.2, 2.1, 3.1, 3.2, 4.1, 5.2	Outcomes H1.1, 2.2,3.1, 3.2, 4.1,5.1,5.2,6.1,6.2,7.1,7.2	Outcomes H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2
		Description: Written Theory Information Systems	Description: Topic test	Description: Multi Media Presentation	Description: Trial Examination
		SUBMIT (Moodle)	SUBMIT (Moodle)	SUBMIT (Moodle)	Trial HSC Exam
Information Systems and Databases	20%	10	5		5
Project Management	20%	10	5		5
Communication Systems	20%		10		10
Transaction Processing Systems, Multi Media Systems (options)	40%			20	20
Marks	100%	20%	20%	20%	40%

HSC COURSE 2018		SUBJECT: LEGAL STUDIES			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1, H4, H5, H6, H7, H8, H9	Outcomes H1, H2, H3, H4, H6, H9, H10	Outcomes H1, H2, H4, H5, H6, H7, H8, H9	Outcomes H1, H2, H3, H4, H5, H6, H7, H9, H10
		Description: Research Task	Description: Topics: Crime and Human Rights - Objective response and Short Answers	Description: Research task in class extended response on one Focus Study area	Description: Trial Examination
		SUBMIT	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and Understanding of course content	60	5	15	10	30
Inquiry and Research	20	10		10	
Communication of Legal Studies information, issues and ideas in appropriate formats	20	5	5	5	5
Marks	100	20	20	25	35

HSC COURSE 2018		SUBJECT: MATHEMATICS EXTENSION 2			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes E1, E2, E3, E6, E9	Outcomes E1, E2, E3, E4, E6, E9	Outcomes E1, E2, E3, E4, E6, E8, E9	Outcomes E1-E9 (Excluding E5)
		Description: Topics tested and problem solving, working mathematically across many areas.	Description: Topics tested and problem solving, working mathematically across many areas.	Description: Topics tested and problem solving, working mathematically across many areas.	Description: Trial HSC Examination
		IN CLASS	IN CLASS	IN CLASS	TRIAL EXAM
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%	7.5	10	12.5	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%	7.5	10	12.5	20
Marks	100%	15	20	25	40

HSC COURSE 2018		SUBJECT: MATHEMATICS EXTENSION 1 (3 UNIT)		
Components	Weighting	Task 1	Task 2	Task 3
		Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes PE1-PE6 HE1-HE7	Outcomes PE1-PE6 HE1-HE7	Outcomes PE1-PE6 HE1-HE7
		Description: Topics tested and problem solving, working mathematically across many areas.	Description: Topics tested and problem solving, working mathematically across many areas.	Description: Trial HSC Exam
		IN CLASS	IN CLASS	TRIAL EXAMINATION
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%	15	15	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%	15	15	20
Marks	100%	30	30	40

HSC COURSE 2018		SUBJECT: MATHEMATICS – 2 UNIT			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes P1-P8 H1-H9	Outcomes P1-P8 H1-H9	Outcomes P1-P8 H1-H9	Outcomes P1-P8 H1-H9
		Description: Topics tested and problem solving, working mathematically across many areas.	Description: Topics tested and problem solving, working mathematically across many areas.	Description: Topics tested and problem solving, working mathematically across many areas.	Description: Trial HSC Examination
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%	7.5	10	12.5	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%	7.5	10	12.5	20
Marks	100%	15	20	25	40

HSC COURSE 2018		SUBJECT: MATHEMATICS GENERAL 2			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	Outcomes MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	Outcomes MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	Outcomes MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10
		Description: Examination	Description: Examination	Description: Examination	Description: Trial HSC Examination
		IN CLASS	IN CLASS	IN CLASS	TRIAL EXAM
Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50%	7.5	10	12.5	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%	7.5	10	12.5	20
Marks	100%	15	20	25	40

HSC COURSE 2018		SUBJECT: MATHEMATICS GENERAL 1 (CEC)			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-9, MG1H-10	Outcomes MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-9, MG1H-10	Outcomes MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-9, MG1H-10	Outcomes MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-6, MG1H-7, MG1H-8, MG1H-9, MG1H-10
		Description: Examination	Description: Hand in Assignment	Description: Hand in Assignment	Description: Final Examination
		IN CLASS	SUBMIT	SUBMIT	EXAMINATION
Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50%	7.5	10	12.5	20
Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%	7.5	10	12.5	20
Marks	100%	15	20	25	40

HSC COURSE 2018		SUBJECT: MODERN HISTORY			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H3.2, H3.3, H3.4, H4.1, H4.2	Outcomes H1.2, H2.1, H3.4, H3.5, H4.1, H4.2	Outcomes H1.1, H1.2, H3.2, H3.4, H4.1, H4.2	Outcomes H1.1, H1.2, H2.1, H3.2, H3.3, H3.4, H4.1, H4.2
		Description: Core Study World War 1	Description: National Study	Description: Personality Study	Description: Core Study: World War I National Study Personality Study International Study in Peace and Conflict
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of course content	40	5	10	5	20
Source-based skills	20	10			10
Historical inquiry and research	20		10	10	
Communication of historical understanding in appropriate forms	20	5	5	5	5
Marks	100	20	25	20	35

HSC COURSE 2018		SUBJECT: MUSIC 1				
Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 4, 2017 Weeks 8/9	Term 1, 2018 Weeks 5/6	Term 1, 2018 Weeks 10/11	Term 2, 2018 Weeks 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H4, H5, H6.	Outcomes Performance – H1, H7 Composition – H3, H5 Musicology – H4, H6 * outcomes will be allocated depending on the Elective chosen by students	Outcomes H2, H3, H8	Outcomes Performance – H1, H7 Composition – H3, H5 Musicology – H4, H6 * outcomes will be allocated depending on the Elective chosen by students	Outcomes H1*, H2*, H3*, H4*, H5*, H6*, H7*, H8* * outcomes will be allocated depending on the Elective chosen by students
		Description: Musicology and Viva Voce presentation Aural Analysis Portfolio	Description: Elective 1 Presentation	Description: Compositional activities representing current topic	Description: Elective 2 Presentation	Description: Written Exam Core Performance Elective 3 Presentation
		SUBMIT and IN CLASS	IN CLASS	SUBMIT and IN CLASS	IN CLASS	TRIAL EXAM
Performance core	10%					10%
Composition Core	10%			10%		
Musicology Core	10%	10%				
Aural Core	25%	10%				15%
Elective 1	15%		15%			
Elective 2	15%				15%	
Elective 3	15%					15%
Marks	100%	20%	15%	10%	15%	40%

HSC COURSE 2018		SUBJECT: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION			
Component	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1/2/3
		Outcomes H7, H8, H11, H17	Outcomes H8, H10, H16	Outcomes H1-3, H14,H16	Outcome H1 – H5, H7-H9,H11, H13- H17
		Description: Core 2 Structured Essay Writing	Description: Option 4 Training Program Design	Description: Core 1 Research	Description: Core 1 (Units 1 and 2) and Core 2 Options 3 and 4
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding of factors that affect health and the way the body moves	40%	10	5	5	20
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30%	5		10	15
Skills in critical thinking, research and analysis	30%	5	10	10	5
Marks	100%	20	15	25	40

HSC COURSE 2018		SUBJECT: PHYSICS			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H9, H11, H12, H13, H14	Outcomes H2, H4, H6, H7, H10	Outcomes H3, H9, H11, H12	Outcomes H1 – H14
		Description: First Hand Investigation: Motors and Generators	Description: First Hand Investigation: Space	Description: Problem Solving and Analysis From Ideas to Implementation	Description: Trial HSC Exam Quanta to Quarks
		IN CLASS	IN CLASS	SUBMIT	Trial HSC Exam
Knowledge and understanding of physics with relation to: history, nature and practice, applications and uses, implications for society and the environment, current issues, research and developments, kinematics and dynamics, energy, waves, fields, matter.	40	5	5	10	20
Skills in: Planning and conducting first-hand investigations. Gathering and processing first-hand data. Gathering and processing relevant information from secondary sources.	30	10	5	5	10
Skills in: Communicating information and understanding. Developing scientific thinking and problem-solving techniques. Working individually and in teams.	30	5	10	10	5
Marks	100%	20%	20%	25%	35%

HSC COURSE 2018		SUBJECT: SENIOR SCIENCE			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3
		Outcomes H2, H7, H8, H12	Outcomes H3, H4, H5, H9	Outcomes H1, H6, H10, H13	Outcomes H1-15
		Description: Practical Test	Description: Open Book Extended Response	Description: Research /Presentation	Description: Knowledge and Understanding
		IN CLASS	IN CLASS	IN CLASS	Trial HSC Exam
Knowledge and understanding	40	5	10	5	20
Skills in planning and conducting first-hand investigations	30	15		10	5
Skills in scientific thinking, problem-solving, and in communicating, understanding and conclusions	30		10	15	5
Marks	100%	20	20	30	30

COURSE: HSC 2018 - Certificate II Skills for work and Vocational Pathways

Assessment Events for FSK20113 Certificate II in Skills for Work and Vocational Pathways		Event 4	Event 5
		Term 4 Completed by Week 10	Term 1 Completed by Week 10
Code	Unit of Competency		
FNSFLT202	Develop and use a savings plan	X	
FSKRDG09	Read and respond to routine standard operating procedures	X	
FSKLRG09	Use strategies to respond to routine workplace problems	X	
BSBITU201	Produce simple word processed documents		X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Skills for Work and Vocational Pathways(FSK20113) or a Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways(FSK20113)

*** Units to be delivered within the course will be confirmed by your teacher.**

**** Recommended delivery of FSK20113 is through project based learning and in alignment with Industry framework units of competency.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

HSC COURSE 2018		SUBJECT: SOCIETY AND CULTURE		
Components	Weighting	Task 1	Task 2	Task 3
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 5/6	Term 3, 2018 Weeks 1-3
		Outcomes H1, H2, H3, H4, H5, H7, H9, H10	Outcomes H1, H4, H6, H7, H8, H9, H10	Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
		Description: Written Report: Source Analysis <i>Core: Social and Cultural Continuity and Change</i>	Description: PIP Progress Report Methodology Outline and Justification	Description: Trial HSC Examination <i>Core</i> <i>Depth Study 1 & 2</i>
		SUBMIT	SUBMIT	Trial Examination
Knowledge and understanding of course content	50	15	10	25
Application and evaluation of social and cultural research methodologies	30	10	15	5
Communication of information, ideas and issues in appropriate forms	20	5	5	10
Marks	100	30	30	40

HSC COURSE 2018		SUBJECT: SOFTWARE DESIGN and DEVELOPMENT			
Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Term 4, 2017 Week 8/9	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H1.2,3.2,4.1,4.2, 4.3,5.3,6.2,6.4	Outcomes H1.1,1.2,1.3,2.1,2.2,3.1, 4.1,5.1,5.2,5.3,6.1,6.2,6.3, 6.4	Outcomes H1.3,3.1,3.2,4.1,4.2,4.3, 5.1,5.2,5.3, 6.2, 6.4	Outcomes H1.1,1.2,1.3,2.1,2.2,3.1,4.1,5. 2,5.3,6.1, 6.2, 6.3, 6.4
		Description: Event Driven Programming Task	Description: Topic test	Description: Major Project	Description: Trial Examination
		IN CLASS	IN CLASS	SUBMIT	Trial HSC Exam
Knowledge and understanding about the development and impact of software solutions and the software development cycle	20%		10	5	5
Design and development of software solutions	35%	10	5	5	15
Project management techniques, including documentation, teamwork and communication	20%		5	5	10
Projects	25%	10		15	
Marks	100%	20%	20%	30%	30%

HSC COURSE 2018		SUBJECT: VISUAL ARTS				
Components	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1, 2018 Week 5/6	Term 1, 2018 Week 10/11	Term 2, 2018 Week 7/8	Term 3, 2018 Week 1-3	Term 3, 2018 Week 5 HSC Practical project submission period
		Outcomes: H1, H2, H3, H4	Outcomes: H7, H8, H9	Outcomes: H1, H2, H3, H4, H5	Outcomes: H7, H8, H9, H10	Outcomes: H1, H2, H3, H4, H5, H6
		Description: Development of Body of Work	Description: Essay based on case study content	Description: Development of body of work	Description: Trial HSC Exam	Description: Trial HSC Submission of Body of Work, supported by VAPD
		IN CLASS	SUBMIT	IN CLASS	TRIAL EXAM	IN CLASS
Art making	50%	10%		10%		30%
Art criticism & art history	50%		20%		30%	
Marks	100%	10%	20%	10%	30%	30%

HSC COURSE 2018		SUBJECT: WORK STUDIES 60 HOURS (1 UNIT)	
Components	Weighting	Task 1	Task 2
		Term 2, 2018 Week 7/8	Term 3, 2018 Weeks 1-3
		Outcomes H5, H6, H7, H9	Outcomes H1, H2, H3, H4, H8
		Description Project and Logbook - Module 'Experiencing Work'	Description Research Task - Core Topic 'My Working Life'
		IN CLASS	IN CLASS
Knowledge and understanding	30	15	15
Skills	70	35	35
Marks	100%	50%	50%