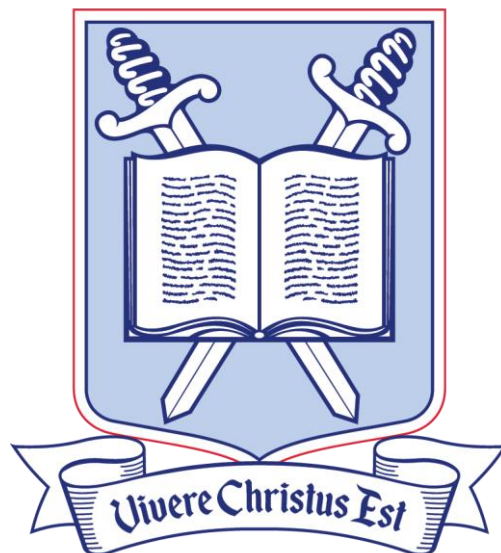


# St Paul's

Catholic College



*Booragul*

## **Year 12 HSC Assessment Policy and Schedules**

### **2017-2018**

*NB Assessment Calendar Dates are subject to change. Students should always check with their subject teacher in relation to dates/rescheduling of tasks.*



Dear Year 12 Students, Parents & Guardians,

Welcome to the 2018 Higher School Certificate (HSC) Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their full potential as members of this community. I encourage all students to be active participants in the many facets of school life.

This HSC Assessment Handbook is designed to assist you in managing the requirements of the HSC assessment process. The NSW Educational Standards Authority (NESAs) has a number of rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to Appeals, Absence, Illness and Misadventure.

Further to this, the Handbook contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who leave St Paul's with purpose and commitment. Our HSC Program has been established with great strength and confidence, which can only provide great reassurance for all commencing this exciting year.

With my very best wishes.

Yours sincerely,

Mr Graeme Selmes  
Principal

## **St Paul's Catholic College Booragul**

### **HSC Assessment Policy 2017 - 2018**

Stage 6 subjects have their course content divided into two parts - the Year 11 Preliminary Course and the Year 12 HSC Course. Preliminary Courses at this School are conducted from the beginning of Year 11 until the end of Term 3 in Year 11, or into the early weeks of Term 4. HSC courses commence in the initial weeks of Term 4.

Both Preliminary and HSC courses have a **continuous** assessment program, using a range of tasks.

The information below outlines St Paul's response to some frequently asked questions regarding senior assessment.

#### **What is a School Assessment?**

A School Assessment is a mark calculated by the School, comparing your performance on School Assessment Tasks with that of all other students in the School doing the same course, in relation to a set of course outcomes. Separate assessment programs operate throughout the Preliminary and HSC Courses.

#### **Why have Assessments?**

It is not possible or desirable to assess everything you do in a course in a single examination - for example, oral work in English, practical work in Design and Technology. A School Assessment will allow you to be given credit for your performance in these diverse areas, as well as basing your overall results on assessment tasks you have done throughout the whole course, rather than just on one examination at the end of the course.

#### **Why is Assessment important?**

There are several reasons:

- a. **Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed.** Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 Course.
- b. **All assessment tasks in the HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA).** Your moderated Assessment Mark in each NESA Developed course will be reported on your **Higher School Certificate**.
- c. If you are unable to sit an HSC Examination due to illness or misadventure your **Assessment Mark in that course becomes extremely important in determining your final mark in that course.**
- d. The marks used in calculating your ATAR are based on the average of your moderated Assessment Mark and your Examination Mark for each HSC course. Thus, **your moderated Assessment Marks make up 50% of the marks used as the starting point in calculating your ATAR.** Clearly, it makes good sense to do your best in every assessment task.

**For further information regarding assessment, please see:**

**<http://syllabus.nesa.nsw.edu.au/assets/global/files/years-11-12-assessment-advice.pdf>**

## ***Satisfactory Completion of a Course***

The following course completion criteria refer to both Year 11 Preliminary and HSC Courses.

### **Course Completion Criteria**

**A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:**

- a. **Followed** the course developed or endorsed by NESAs; 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.

While NESAs do not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate to students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

In addition to the above, a student studying for the HSC must:

- Have satisfactorily completed courses totalling at least 12 Units of Preliminary Courses and 10 Units of HSC Courses which satisfy NESAs's pattern of study requirements;
- Make a genuine effort to complete course requirements;
- Make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of 50%** of the available marks;
- Make, in competency based courses, a genuine attempt to complete the course;
- In subjects that have a requisite examination, sit for and make a genuine attempt at the examination.

## ***How will my Assessment Mark be determined?***

NESA has provided guidelines for every HSC Course and these have been distributed to every school in NSW. Your teachers have used these guidelines to draw up an Assessment Program for each course offered. Every school will follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

## ***What information do I have to know?***

Each school has the responsibility to tell the students the following information:

- **what outcomes of the course will be assessed**
- **how they will be assessed**, e.g. what essays, tasks, tests etc. will be used (these are the Assessment Tasks)
- **the relative value weightings**
- **when they are going to be assessed**

This information will be passed on to you via a Subject Assessment Schedule, which you will sign for the receipt of, and the Assessment Calendar. In general, you can expect at least two weeks' notice of the due date for assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment. In the case of block exams, individual assessment schedules need not be issued.

## ***How do I know how I am progressing in my Assessment?***

The School will also let you know how you are progressing in your assessment tasks.

- After each task you will receive your mark, rank and accumulated rank.
- Each school report in the HSC year will indicate your Assessment Cumulative Rank (ACR) in each course, i.e. your overall position in that course up to that time. This means that the ranks indicated on your final school report for the HSC year are the ones you will receive officially from NESAs at the end of your HSC examination.

## ***How many Assessment Tasks will be used to assess student achievement?***

This is a decision made by individual faculties within the School. The tasks for each course include examination items and also include other assessment tasks. For the 2018 HSC, NESAs recommends 3-5 tasks in a course.

## ***What if I am absent from an Assessment Task?***

If you are absent from a task **it is essential that you:**

- Inform the relevant Leader of Pedagogy by contacting the School Office on the day of your absences as early as possible either by email to [admin@brgl.catholic.edu.au](mailto:admin@brgl.catholic.edu.au) 4958 6711.
- On the first day that you return to school, present clear evidence to the Leader of Pedagogy that your absence was legitimate – in the case of sickness a **Doctor's Certificate is MANDATORY** (A Pharmacist's Certificate will **not** suffice). If the Leader of Pedagogy is unavailable see the Year 12 Coordinator.
- Collect an Absence, Illness and Misadventure Form from the School Office and submit it to the Leader of Pedagogy ASAP so that a decision can be made regarding the course of action to be followed.

**NOTE:** Notifications for submission-style tasks indicate the final date by which the work must be received by the teacher. Absence on this final date is **NOT** a valid reason for late submission even with a medical certificate. (i.e. students are responsible to ensure their work is at school even if they are absent)



**Please Note:** The school will then establish if you were absent for a valid reason. If the school considers that your absence was **not** for a valid reason, **you will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action.

- i. you may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Pedagogy;

**or**

- ii. you may be given an estimate for the missed task in exceptional circumstances. This estimate will be finalised at the completion of the course based on your performance in other completed tasks.

In the case of absence from an examination during a Formal Examination period **ALL** of the rules and procedures above still apply.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing prior to the proposed absence. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Pedagogy to attend a parental interview to discuss the implications. Students are reminded that, in accordance with directions from NESAs, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

**Remember... it is the student's responsibility to contact the school, provide evidence and find out the course of action to be taken.**

### ***What if I think my performance in a Task has been affected by Illness or Misadventure?***

**Whenever possible, it is advisable for students to attempt the examination. They should advise the examination coordinator of the Absence, Illness or Misadventure prior to the examination and then complete and submit the appropriate form. While the task will be marked as normal, the Absence, Illness or Misadventure will then be considered before final results are provided.**

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Pedagogy who will then decide on the appropriate course of action and notify the student of the procedure to follow.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken.

## ***What if I hand in a Task late?***

A short extension of time may be granted for valid reasons, if applied for **in writing** to the Leader of Pedagogy at least three (3) working days before the due date. If the reasons are not valid, the request will be denied and punctual submission will be requested to avoid a penalty. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

### **If you fail to complete a task on time you must:**

- a) Inform your teacher or Leader of Pedagogy.
- b) Present evidence that you have valid reasons for the non-completion.
- c) Submit the work that you have done up to the due date.

Students who fail to submit a task on time, will be penalised according to the following scale:

<b>Task Submitted</b>	<b>Penalty</b>
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

## ***The Distribution and Handing in of Tasks***

- When the assessment policy and individual tasks are distributed, a student will sign a class list to indicate they have received the task.
- Similarly when a task is handed in, which will normally be done in your scheduled class, you will also sign your task in.
- Note that there is no provision for acceptance of tasks outside that specified for collection, nor is this the appropriate channel for seeking extensions of time or offering explanations - you must see the Leader of Pedagogy in these cases.
- If your classroom teacher is absent on the due date or there is no scheduled class, then submit your task to the **School's Office**, with a written record made of the submission (without this, there is no validity in the submission).

## ***Do I have to complete the Assessment Tasks?***

**Yes.** It is important to note that the school policy is that tasks **must** be submitted regardless of penalties to fulfil NESA expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Preliminary Courses may put progression into HSC Courses in jeopardy.

**For students in HSC Courses who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESA specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Examination Mark nor the Assessment Mark will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.**

If it appears that you are at risk of not satisfying NESA's requirements in a particular course, the Principal will issue you and your parents an Official Warning in time for the problem to be corrected.

**Note that in all cases of assessment tasks being late, being incomplete or being missed the responsibility of informing the Leader of Pedagogy and presenting a case against the awarding of a zero mark rests with the *student*.**

## ***What if I am responsible for Malpractice in performing Assessment Tasks?***

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see **Student Guide to the HSC**).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty. <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

In addition to this penalty, all incidents of malpractice must now be registered with NESAs. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

## ***What if I have long-term illness or problems at home?***

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course (e.g. long term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the NESAs ACE MANUAL will apply during the performance of assessment tasks, especially where these take the form of a written examination.

## ***What if I am an Independent Student?***

An Independent student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students are totally responsible for ensuring that they comply with all aspects of the School Assessment Policy. For example, in cases of missing an Assessment task due to illness such students are responsible for obtaining and supplying the School with a medical certificate.

## ***What if I disagree with the Teacher's Assessment?***

The answer to this depends on whether you disagree with the marks awarded or with your position in the course.

- a. If you are concerned about the mark, your first port of call **MUST** be your subject teacher when the assessment has been returned. If you are still not satisfied you will need to pursue the matter with the relevant Leader of Pedagogy. The final decision on the mark awarded can **not** be appealed against.
- b. At the end of your last HSC Examination you may log on to <https://studentonline.nesa.nsw.edu.au> in order to access your assessment position in each course in relation to other students who took the same course in the school. If this rank or position is significantly different from what you expected (i.e. the ACR indicated on your Final School Report) you can request the Principal to review your assessment. The Principal will establish a panel to ensure that the weightings used by the School were the same as stated by the NESAs, that the School followed the Assessment Policy it established for the course and that there were no errors in the calculation or recording of marks.



You (and also NESAs) will be informed as to the findings of the review. If it finds no error, no further action will be taken. If an error is found it will be corrected. If you are not satisfied with the outcome of the review you may appeal through the school to NESAs which will check to ensure that the school review was carried out correctly.

### ***Will I be told my Final Assessment Mark?***

**The mark the school forwards to NESAs in each course remains confidential.** This is because the **Assessment Mark will be moderated and it may change.** (Moderation is a process by which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination). You will have a final aligned Assessment Mark reported on your HSC. Even if the School's Assessment Mark does change either up or down after moderation, your rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The School may give you your marks on individual assessment tasks, but be aware that the simple addition of these marks will not give your overall Assessment Mark - various weightings have to be applied.

### School Based Review of Senior Assessment

Details of review procedures are the responsibility of individual schools. NESA's recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

**Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process.** Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- a. the **weightings** specified by the school in its assessment program conform to the NESA's requirements as detailed in the syllabus packages;
- b. the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- c. there are no **computational or other clerical errors** in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must return to the board an Assessment Review Schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven days of receiving an assessment outcome, his/her appeal. This appeal will be forwarded to the relevant Leader of Pedagogy.

An appeals panel that comprises the Principal and/or Assistant Principal – Teaching & Learning, and the appeals panel shall consider the grounds for appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to the NESA should include information about grounds for appeal (see <https://ace.nesa.nsw.edu.au/ace-11014> ).

**Appeals to NESA:** Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

**A Student's evidence on appeal.** Relevant evidence might include information about:

- a. the school's stated assessment program;
- b. the assessment program as actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

## VET COURSES AND ASSESSMENT

All VET courses are 2 units / 240 hours. VET courses are **competency based**. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

As in all other HSC subjects VET students will receive '**N Awards**' for failure to:

- a. Follow the course developed or endorsed by NESA; and
- b. Apply themselves with diligence and sustained effort to the set tasks; and
- c. Achieve some or all of the course outcomes.

### AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide you with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a '*Certificate*' you must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a '*Statement of Attainment*' is issued for successful competencies. At a later date (within currency of the qualification), you can undertake further training and be assessed against additional competencies until you have achieved all the competencies required for the full qualification.

### VET Reporting

There is no pass or fail system with a VET Course, students will be deemed COMPETENT or NOT YET COMPETENT for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

### AQF (Australian Qualifications Framework)

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both the Preliminary and HSC years will count towards the students' **AQF Accreditation** provided all units of competency are achieved;

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II
- Business Services Certificate II
- Information Technology Certificate II
- **A Statement of Attainment** will be issued if only some units of competency are achieved. These will be awarded at the end of the HSC year.

## **VET Schedule Higher School Certificate (HSC) Record of Achievement**

Courses will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) 'Certificate' and/or 'Statement of Attainment', which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

### ***Examinations***

Students may be given examinations at end of Preliminary, mid HSC and Trial, in preparation for the HSC. These exams are compulsory.

### ***HSC Examinations***

The HSC examination is **optional**. The examination is independent of the competency-based assessment undertaken during the course. Students wishing to use achievements in their VET course for calculation towards a **ATAR** can choose to undertake the written exam and will nominate this option during the HSC year. A trial HSC exam will be undertaken by **ALL** students. All core units of competency covered in Preliminary and HSC year will be assessed in the HSC exam. The marks achieved by students in the exam are used as the sole basis for determining the students ATAR.

NESA requires the school to send in an **estimated mark**, which at St Paul's will be based on the Trial HSC Examination .

## ***'Competency'***

For a student to be assessed as 'Competent' in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being 'Not yet competent' in a particular UNIT, they will be required to **repeat** assessment tasks in the same format or in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

## ***Work Placement***

Part of the formal assessment for Vet courses is **compulsory Work Placement**, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the **responsibility lies with the student** to ensure all other assessment tasks due in other courses are completed, preferably before work placement. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

## ***RPL (Recognition of Prior Learning)***

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must either:

- 1 Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or
- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Co-ordinator for a '**Student RPL Application Form**'. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit credit towards the HSC.

Competencies involving OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&S General Induction Course.

## ***TAFE Students***

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student's responsibility to be aware of specific requirements for their courses.



# Absence, Illness and Misadventure Form

Years 10, 11 and 12

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_  
Subject: \_\_\_\_\_ Date of Task: \_\_\_\_\_  
Assessment Task: \_\_\_\_\_ Weight: \_\_\_\_\_

In Class task     Formal Examination     Submission     Practical task

Parent/Guardian's signature

Student's signature

\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

**Complete either Section A or Section B (*not both*)**

## Section A: If you did not submit or missed this assessment task.

Reason for missing the assessment task. (please ✓)

Illness     Misadventure     Bereavement     Approved leave     Other

Please give details: \_\_\_\_\_  
\_\_\_\_\_

Action taken by student: (please ✓)

The school was notified of this absence on: \_\_\_\_\_ Date \_\_\_\_\_  
 A note from parent/guardian is attached.  
 A medical certificate is attached (Years 11 & 12 **only**).

**OR**

## Section B: Application for Extension / Notification for future absences / Exceptional Circumstances.

Please give details of reason for application: \_\_\_\_\_  
\_\_\_\_\_

A letter from parent/guardian is attached    Date \_\_\_\_\_



## Panel's Decision

- Application upheld – Student to attempt task.
- Application Upheld – Student to attempt substitute task.
- Application upheld - Extension of time granted; new due date \_\_\_\_\_.
- Application upheld – Student to be awarded the higher result of their original attempt or the estimate of the Leader of Pedagogy
- Application declined

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## Assistant Principal – Teaching and Learning

\_\_\_\_\_  
**Signature**

Date \_\_\_\_\_

✓ **Copies forwarded to Class Teacher**  **Student**  **Student Co-ordinator**



**Staff use only**

**Teacher's Recommendations.**

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**Teacher's signature**

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**Date** \_\_\_\_\_

**Leader of Pedagogy's Recommendations.**

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**Leader of Pedagogy's signature**

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**Date** \_\_\_\_\_

sample



## Official Warning: Non-Completion of a HSC Course

Dear \_\_\_\_\_  
(Parent/Guardian)

Date \_\_\_\_\_

I am writing to advise that your son/daughter \_\_\_\_\_  
(name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate  
course

\_\_\_\_\_  
(course)

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

\_\_\_\_\_  
(course name)

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

### Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course  
(student name) (indicate a), b) or c)  
Completion Criteria\*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for

\_\_\_\_\_  
(student name)

to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Date Task Initially Due (if applicable)</b>	<b>Action Required by Student</b>	<b>Date to be completed by (if applicable)</b>

**\* Course Completion Criteria**

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

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

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

Yours sincerely

\_\_\_\_\_  
 Class Teacher/Leader of Pedagogy

\_\_\_\_\_  
 Principal

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*Please detach this section and return it to the school*

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

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

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

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



## How to Write a Bibliography

A Bibliography is an alphabetical list attached to your assignment, which lists all the sources of information you used when researching your work. It acknowledges the work of others and demonstrates the extent of your research. It is also necessary to use so you are not accused of plagiarism, which is a serious offence.

Our school uses the Chicago Author-Date method, which is outlined below. The library also has a more detailed guide with examples and there are sites online which can help as well.

Setting out is very important. Make sure you follow the guidelines closely, paying careful attention to punctuation – commas, full stops and italics.

### WEBSITES

The information about a website might vary. A website is subject to change, so you must include an access date, or if available, a date the site was last modified. In the absence of a date of publication, use the access date or modification date as the basis of the citation. Author's name. Year. Title. Access date. Address.

McDonald's Corporation. 2008. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19.

<http://www.mcdonalds.com/corp/about/factsheets.html>

### NEWSPAPER ARTICLE

Print version: Author's surname, Christian name. Year. Title. *Name of newspaper*. Publication date.

Mendehilson, Daniel. 2010. "But Enough about Me." *Newcastle Herald*, January 25.

If the newspaper article has been accessed online, you must also include the URL and the access date.

Mendehilson, Daniel. 2010. "But Enough about Me." *Newcastle Herald*, January 25. Accessed February 26, 2011.

<http://www.theherald.com.au/news/local/news/general/but-enough-about-me/2293936.aspx>

### BOOKS

Author's surname, Christian name. Year. *Title of book*. Place of publication: Publisher

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin

For other sources of information, eg journal articles, blog entry, documentary, please refer to the full bibliographic guide in the library. Please ask at the library if you need any help.

# College Organisation

**Principal**

**Mr Graeme Selmes**

**Assistant Principal — Teaching and Learning**  
**Assistant Principal — Community and Wellbeing**

**Miss Roisin McVeigh**  
**Mr James Furey**

**Ministry Coordinator**

**Mr Michael Doyle**

**Administration Coordinator**

**Mr Edward Leonard**

**Student Coordinators**

**Mrs Trish Furey**  
**Mr Colin Mulhearn**  
**Mrs Cayte Pryor**  
**Mrs Blair Brownlee**  
**Mrs Anne-Maree Shipman**  
**Mr Ross Wilson**  
**Mrs Libby Lucas**

**Leaders of Pedagogy**

**Curriculum Administration/Staff Development**  
**Religious Studies**

**Mrs Cathy O’Gorman**  
**Ms Nicole Deed/**  
**Miss Melissa Chapman**  
**Mr Phil Ratcliffe**  
**Mr Alan Vickers**  
**Mr Mark Newell**  
**Ms Belinda Flood**  
**Mr Mark Redman**  
**Mr Paul Burke**  
**Mr Nicholas Moroney**  
**Miss Sarah Adams**  
**Mr Craig McLoughlin**

**English**

**Mathematics**

**Science**

**Human Society and Its Environment**

**Technological and Applied Studies**

**Personal Development, Health and Physical Education**

**Information Technology and Learning Technology**

**Creative Arts and Languages**

**Careers/Vocational Education**

**Teacher Librarian**

**Mrs Kerri Beezley**

**Learning Support Coordinator**

**Mrs Katie Philpott**

**Sports Coordinator**

**Mrs Anne-Maree Shipman**

**Principal's Secretary/Office Administrator**

**Mrs Maree Lawrie**

**Finance Officer**

**Mrs Betty Harris**

**School Counsellor** (Monday, Tuesday, Wednesday)  
(Monday, Thursday)

**Mrs Rhonda Mitchell**  
**Mr Valerie Huens**

**Pastoral Care Worker** (Wednesday, Friday)

**Miss Sarah Lancaster**

**Aboriginal Liaison Officer**

**Miss Astro Stewart**

**Technology Support Officers**

**Mr Graham Hancock/**  
**Mr Geoff Harborne**

**Canteen Supervisor**

**Mrs Carolyn Stanton**



## HSC Ancient History 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Historical Period</b> <b>Greek World</b> <b>500-440BC</b> <b>Research and Essay</b> <b>Question</b>	<b>Athenian Society</b> <b>In this time of Pericles</b> <b>Class test &amp; hand-in</b> <b>component</b>	<b>Trial HSC Examination</b>	<b>Core Study</b> <b>Sourced based research</b>	
	<b>Term 1</b> <b>Week 4</b>	<b>Term 1</b> <b>Week 8/9</b>	<b>Term 2</b> <b>Weeks 9/10</b>	<b>Term 3</b> <b>Week 6</b>	
	1.1, 2.1, 3.1, 3.3,3.4, 3.6, 4.1, 4.2	1.1, 2.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	1.1, 2.1, 3.2, 3.3, 3.6	1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	
<b>Knowledge and understanding of course content</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>40</b>
<b>Source-Based Skills</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Historical Inquiry and Research</b>	<b>5</b>	<b>5</b>		<b>10</b>	<b>20</b>
<b>Communication of Historical understanding in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC Biology 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Research and Application</b>	<b>Practical Report</b>	<b>Trial HSC Examination</b>	<b>Research and Application</b>	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 5</b>	<b>Term 2 Weeks 9/10</b>	<b>Term 3 Week 5</b>	
	H1,2,3,4,5,7,8,9, 10,11,12,13,14	H6,9,11,12,13,14	H1,2,3,4,5,6,7,8,9, 10,11,12,13,14,15	H1,2,3,4,5,6,7,8,9,10,11,12, 13,14,	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>the history, nature and practice of biology, applications and uses of Biology and their implications for society and the environment, current issues, research and development in Biology.</li> <li>cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution.</li> </ul>	<b>10</b>	<b>5</b>	<b>20</b>	<b>5</b>	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources</li> </ul>	<b>5</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Communicating information and understanding.</li> <li>Developing scientific thinking and problem-solving techniques.</li> <li>Working individually and in teams.</li> </ul>	<b>5</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

## HSC Business Studies 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Case Study / Research (Submission)	In-Class Task	Trial HSC Examination	Case Study / Research	
	Term 4 (2017) Week 9	Term 1 (2018) Week 9	Term 2 Weeks 9/10	Term 3 Week 4	
	H1, 2, 3, 4, 5, 7	H2, 3, 4, 5, 6, 8, 10	H1, 2, 3, 4, 5, 6, 7, 8, 9	H2, 3, 4, 5, 6, 7, 8, 9	
Knowledge and understanding of Course Content		15	20	5	40
Stimulus-based Skills	10			10	20
Inquiry and Research	10				20
Communication of Business information, ideas and uses in appropriate form.	5	5	10	10	20
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>



## HSC Catholic Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Source based analysis	Oral Research	Research	
	Term 1, Week 6	Term 2, Week 3	Term 2 Week 9/10 (Trials)	
	JM 6.3, JM 6.1	JM 6.4, JM 6.5, HB 6.2	HB 6.2, JM 6.5	
<b>Peace and Justice</b> (Term 4 Weeks 1-9, 2017)	<b>15</b>			<b>15</b>
<b>Contemporary Moral Issues</b> (Term 1 Weeks 1-10)		<b>15</b>		<b>15</b>
<b>Religion and Science</b> (Term 2 Weeks 1-8)			<b>20</b>	<b>20</b>
<b>Total %</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>

## HSC Chemistry 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Secondary sources investigation and Report	Data Interpretation and Calculations Task	Trial HSC Examination	Practical Task	
	Term 4 (2017) Week 8	Term 1 (2018) Week 9	Term 2 Weeks 9/10	Term 3 Week 5	
	H1, H3, H4, H5, H12, H13, H14	H9, H13, H14, H15	H2, H6, H7, H8, H9, H10, H11, H12, H16	H11, H12, H13, H14	
<b>Knowledge and understanding of</b> <ul style="list-style-type: none"> <li>The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry</li> <li>Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	5	5	25	5	40
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>	5	5	5	15	30
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Communicating information and understanding.</li> <li>Developing scientific thinking and problem-solving techniques.</li> <li>Working individually and in teams.</li> </ul>	5	15	5	5	30
<b>Total %</b>	<b>15</b>	<b>25</b>	<b>35</b>	<b>25</b>	<b>100</b>

## HSC Construction – VET 2018

This is a 240 Hour Course and is continued from Year 11

	Main Areas of Study	Assessment Events / Projects
<b>Term 4</b> (2017)	<p>CPCCCA2002B Use carpentry tools and equipment</p> <p>CPCCCM1015A Carry out measurements and calculations</p>	<p>Project – Saw Horse Observation- Use of carpentry tools and equipment Work Booklet – Carpentry tools and equipment</p> <p>Project – Saw Horse Topic Test – Basic Calculations Work Booklet – Measurement and Calculations</p>
<b>Term 1</b> (2018)	<p>CPCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCCM1015A Carry out measurements and calculations</p>	<p>Work Booklet - Work effectively and sustainably in the construction industry Observation – Group Work</p> <p>Topic Test – Basic Calculations Work Booklet – Measurement and Calculations</p>
<b>Term 2</b>	<p>CPCCCM2004A Construction material</p> <p>CPCCCO2013A Carry out concreting to simple forms Use concreting Tools</p>	<p>Observation – Participation in a concrete pour Project- Concrete Slab Work Booklet – Concreting Simple Forms</p>
<b>Term 3</b>	<p>CPCCBL2001A Handle and prepare bricklaying and blocklaying materials</p> <p>CPCCBL2002A Use bricklaying and blocklaying tools and equipment</p>	<p>Observation – Selection and handling of materials Questioning – Bricklaying and Blocklaying materials Project – Wall construction</p> <p>Observation – Selection and correct use of equipment/Brick Saw Work Booklet – Bricklaying and Blocklaying tools and equipment Project – wall construction</p>

It is expected that any work missed at school while a student is attending work placement or TAFE, is completed in the student's own time. If an assessment task is scheduled at school during this time, the student must discuss this with their class teacher or the Coordinator when the assessment task notification is received, so that alternative arrangements can be made to complete the task.



## HSC Design and Technology 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Project Proposal</b>	<b>Innovation and emerging technology Case Study</b>	<b>Trial HSC Examination</b>	Major Project Realisation	
	<b>Term 4 (2017) Week 7</b>	<b>Term 2 (2018) Week 7</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Week 3</b>	
	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content		20	20		40
Knowledge and skills in designing, managing, producing and evaluating design projects	20		10	30	60
<b>Total %</b>	20	20	30	30	100

## HSC Drama 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Australian Drama</b>  Research Task and Workshop Performance	<b>Individual Project: Process</b>  Submission/ Presentation of work under development inc Log Book	<b>Trial Written Exam &amp; Group Performance</b> Presentation of Group Performance under development inc Log Book	<b>Drama Presentation Evening</b>  Group Performance and Individual Project Submission inc Rationale & Log	
	<b>Term 4 (2017) Week 9</b>	<b>Term 1 (2018) Week 5</b>	<b>Term 2 Weeks 9/10 Written &amp; Practical</b>	<b>Term 3 Week 4</b>	
	H1,1.2,1.3,1.5, 1.7,2.1,2.2,3.1,3.2, 3.3	H1.2,1.3,1.5,1.7, 2.1,3.2,3.3	H1.1,1.2,1.3,1.4, 1.6,2.1,2.2,2.3, 3.2,3.3	H1.1, 1.2, 1.,3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1,3.2, 3.3	
Making	5	10	5	20	40
Performing	5		5	20	30
Critically Studying	10	5	15		30
Total %	20	15	25	40	100

## HSC Earth and Environmental Science 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research and Submission	Performing and Reporting a First-hand Investigation	Trial HSC Examination	Case Study	
	Term 4 (2017) Week 9/10	Term 1 (2018) Week 8	Term 2 Week 9/10	Term 3 Week 5	
	H1, 2, 3, 4, 5, 13, 14	H2, 10, 11, 12, 13, 14	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15	H2, 3, 4, 5, 7, 8, 10, 13, 14	
<b>Knowledge and Understanding of:</b> <ul style="list-style-type: none"> <li>The history, nature and practice of Earth and environmental Science, applications and uses of Earth and Environmental Science and their implications for society and the environment, current issues, research and development in Earth and Environmental Science.</li> <li>The resources of the Earth, the abiotic features of the environment, models to explain structures and processes of change, Australian resources and biotic impacts on the environment.</li> </ul>	<b>5</b>		<b>25</b>	<b>10</b>	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Planning and conducting first hand investigations</li> <li>Gathering and processing first hand data</li> <li>Gathering and Processing information from secondary sources</li> </ul>	<b>10</b>	<b>15</b>		<b>5</b>	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem solving techniques</li> <li>Working individually and in teams</li> </ul>	<b>5</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>20</b>	<b>100</b>

## HSC Economics 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Stimulus-/ Research	Mid Examination	Trial HSC	Research	
	Term 4 (2017) Week 9	Term 1 (2018) Week 9	Term 2 Week 9/10	Term 3 Week 4	
	P1, 2, 4, 7, 9, 10, 11, 12	P1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12	P1, 3, 5, 7, 8, 9, 10, 11, 12	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Knowledge and understanding of course content	5	10	20	5	40%
Stimulus-based skills	10	5	5		20%
Inquiry and research				20	20%
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20%
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## HSC Engineering Studies 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Experimentation Engineers Report	Semester One Review	Trial HSC Examination	Engineering Report	
	Term 4 (2017) Week 9	Term 1 (2018) Week 11	Term 2 Weeks 9/10	Term 3 Week 5	
	H 2.1, 3.1, 5.2, 6.2	H1.1, 3.1, 4.1 6.1	H1.2, 3.1, 3.3, 4.2, 4.3	H2.2, 3.2, 5.1	
<b>Knowledge and understanding of course content</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>10</b>	<b>60</b>
<b>Knowledge and skills in research, problem solving and communication related to engineering practice</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>15</b>	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>35</b>	<b>25</b>	<b>100</b>



## HSC English Advanced 2018

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
		HSC style "Paper 1"	Oral	Prepared Essay	Trial HSC Examination <i>(does not include Module B)</i>	Prepared Essay	
		Term 4 (2017) Week 9 – Section 1 Week 10 – Section 2&3	Term 1 (2018) Week 9	Term 2 Week 7	Term 2 Weeks 9/10	Term 3 Week 6	
		1, 2, 3, 4, 6, 7, 8, 9, 10	1, 3, 6, 8, 10	1, 2A, 3, 4, 6, 8, 10, 12A	All may be assessed	1, 2, 3, 4, 9, 10	
Syllabus Component	Area of Study	20			20		40
	Module A		15		5		20
	Module B					20	20
	Module C			15	5		20
Marks		20	15	15	30	20	100
Language Modes	Listening	5		5		5	15
	Speaking		15				15
	Reading			5	15	5	25
	Writing	5		5	10	10	30
	Viewing/Representing	10			5		15
Marks		20	15	15	30	20	100

## HSC English Extension 1 2018

Component	Task 1	Task 2	Task 3	Weighting %
	A) Critical Response B) Imaginative Response	A) Critical Response B) Imaginative Response	Trial HSC Examination	
	Term 4 (2017) Week 10	Term 1 Week 10	Term 2 Weeks 9/10	
	1, 2, 3	1, 2, 4	1, 2, 3, 4	
Knowledge and understanding of complex texts and of how and why they are valued.	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• Complex analysis</li> <li>• Sustained composition</li> <li>• Independent investigation</li> </ul>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## HSC English Extension 2 2018

Component	Task 1	Task 2	Task 3	Weighting %
	Viva Voce Proposal for Major Work	Progress of Major Work and influence of reading and Research	Draft version of Major Work and Reflection Statement	
	Term 1 Week 3	Term 2 Week 2	Term 3 Week 10	
Skills in extensive independent investigation	10	20	20	50
Skills in sustained composition	10	10	30	50
<b>Total</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

## HSC English Standard 2018

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
		HSC Style paper 1	Oral	Prepared Essay	Trial HSC Examination (Does not include Module B)	Prepared essay	
		Term 4 (2017) Week 9 – Section 1 Week 10 – Section 2&3	Term 1 (2018) Week 9	Term 2 Week 7	Term 2 Weeks 9/10	Term 3 Week 6	
		1, 2, 4, 5, 6, 7, 8, 10, 11	1, 2, 3, 4, 5, 6, 9, 10	1, 2, 3, 4, 8, 10	All may be assessed	1, 3, 6, 8, 10	
Syllabus Component	Area of Study	20			20		40
	Module A		15		5		20
	Module B			15	5		20
	Module C					20	20
Marks		20	15	15	30	20	100
Language Modes	Listening	5		5		5	15
	Speaking		15				15
	Reading			5	15	5	25
	Writing	5		5	10	10	30
	Viewing/Representing	10			5	5	15
Marks		20	15	15	30	20	100

## HSC English Studies 2018

Component		Task 1	Task 2	Task 3	Task 4	Weighting
		<b>Term 4 (2017) Week 9</b>	<b>Term 1 (2018) Week 8 Examination</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 6</b>	
		All may be assessed	All may be assessed	All may be assessed	All may be assessed	
<b>Syllabus Component</b>	<b>Module 1:</b> Mandatory module (HSC): We are Australians – English in citizenship, community and cultural identity	<b>25</b>				<b>25</b>
	<b>Module 2:</b> Part of the family – English and family life		<b>25</b>			<b>25</b>
	<b>Module 3:</b> The big screen – English in film-making			<b>25</b>		<b>25</b>
	<b>Module 4:</b> On the road – English and the experience of travel				<b>25</b>	<b>25</b>
<b>Marks</b>		<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Skills &amp; Content</b>	Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>30</b>
	Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	<b>5</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>30</b>
	Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>25</b>
	Students will develop skills in planning and working individually and collaboratively.	<b>5</b>		<b>5</b>	<b>5</b>	<b>15</b>
<b>Marks</b>		<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## HSC Exploring Early Childhood 1 Unit 2018

Component	Task 1	Task 2	Task 3	Weighting
	Safety Report	Observation Study	Creating a Children's Book	
	Term 4 (2017) Week 6	Term 2 Week 6	Term 3 Week 5	
	1.3, 2.4, 2.5, 5.1, 6.1	1.2, 1.3, 1.4, 2.1, 2.4, 2.2, 4.1, 6.1, 6.2	1.4, 2.1, 2.2, 2.4, 6.1	
<b>Module 13</b> 'Child Health and Safety'	<b>25</b>			<b>25</b>
<b>Module 3 and 8</b> 'Starting School' and 'Children's Services Industry'		<b>40</b>		<b>40</b>
<b>Module 9</b> 'Children's Literature'			<b>35</b>	<b>35</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## HSC Food Technology 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Case Study</b> Australian Food Industry	<b>Research and Practical Task</b> Food Manufacturer	<b>Research and Practical Task</b> Food Product Development	<b>Trial HSC Written Examination</b>	
	<b>Term 4 (2017)</b> <b>Week 8</b>	<b>Term 1 (2018)</b> <b>Week 5</b>	<b>Term 2</b> <b>Week 6</b>	<b>Term 2</b> <b>Weeks 9/10</b>	
	H3.1	H1.1, 4.2, 5.1	H1.3, 4.1, 5.1	H1.1, 1.2, 1.3, 1.4, 2.1	
<b>Knowledge and understanding of course content</b>		<b>5</b>	<b>5</b>	<b>30</b>	<b>40</b>
<b>Knowledge and skills in designing, researching, analysing and evaluating</b>	<b>20</b>	<b>5</b>	<b>5</b>		<b>30</b>
<b>Skills in experimenting with and preparing food by applying theoretical concepts.</b>		<b>10</b>	<b>20</b>		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC French Beginners 2018

Component	Avenir	Bon voyage!	Money matters!	Yearly	Weighting %
	<b>Response in English to spoken/visual texts/oral presentation</b>  Future plans	<b>Response in English and [Language] to written texts/article</b>  Pst holidays	<b>Response to written and spoken texts/multimodal presentation with teacher Q &amp; A</b>  Part time job, Pocket money	<b>Trial HSC Examination</b>	
	<b>Timing</b> Term 1, Week 4 2018	<b>Timing</b> Term 1, Week 8	<b>Timing</b> Term 2, Week 6	<b>Timing</b> Exam block Term 2 Week 8-9	
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening			30		<b>30</b>
Reading		15		15	<b>30</b>
Speaking	10		10		<b>20</b>
Writing		10		10	<b>20</b>
<b>Total %</b>	<b>10</b>	<b>25</b>	<b>40</b>	<b>25</b>	<b>100</b>



# HSC Geography 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>PEA Research Essay</b>	<b>Mid HSC Examination</b>	<b>Trial HSC Examination</b>	<b>Writing and In-class response to fieldwork</b>	
	<b>Term 4 Week 10</b>	<b>Term 1 Week 7/8</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Week 6</b>	
	H1, H2, H6, H7, H8, H10, H12, H13	H1, H2, H3, H6, H10, H11, H12, H13	H1, H2, H3, H4, H5, H6, H9, H10, H11, H12, H13	H4, H5, H8, H9, H10, H11, H12, H13	
<b>Knowledge and understanding of course content</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>5</b>	<b>40</b>
<b>Geographical tools and skills</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Geographical inquiry and research, including fieldwork</b>	<b>15</b>			<b>5</b>	<b>20</b>
<b>Communication of geographical information, ideas and issues in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>25 %</b>	<b>20%</b>	<b>30%</b>	<b>25 %</b>	<b>100%</b>

## HSC Hospitality – VET 2018

All practical lessons are compulsory. A competent level of achievement in preparation, results and presentation is essential. Students must wear industry standard uniform during all practical lessons. Students should display personal and procedural hygiene at all times.

	Modules	Assessment
<b>Term 4 (2017)</b>	<p><b>SITHIND002</b>- Source and use information on the hospitality industry</p> <p><b>SITHCCC005</b> -Produce dishes using basic methods of cookery</p> <p><b>SITHFAB005</b> -Prepare and serve espresso coffee</p>	<p>Task 7 – Written Test (MOC, S&amp;U)</p> <p>Task 8 – Weekend Away Research Task</p> <p>Task 15 – Observation Feedback Sheet for coffee set-up</p> <p>Task 16 – Demonstration of coffee</p> <p>Task 17 - Coffee Trends and Technology</p> <p>Task 18 – Media File (minimum of 6 annotated articles)</p>
<b>Term 1 (2018)</b>	<p><b>BSBWOR203</b> -Work effectively with others</p> <p><b>SITHCCC011</b> -Use cookery skills effectively</p> <p><b>SITHCCC005</b> -Produce dishes using basic methods of cookery</p>	<p>Task 9 – Practical Observation Feedback Sheet C (MOC)</p> <p>Task 10 – Budget/workflow/evaluation for Prac Exam</p>
<b>Term 2</b>	<p><b>BSBWOR203</b> -Work effectively with others</p> <p><b>SITHCCC011</b> -Use cookery skills effectively</p> <p><b>SITHCCC005</b> -Produce dishes using basic methods of cookery</p>	<p>Task 13 – Written Test (WE)</p> <p>Task 14 – Work Effectively Case Study</p> <p>Task 19 – Function Journal</p>
<b>Term 3</b>	<p><b>SITKINV002</b> -Maintain the quality of perishable items</p> <p><b>SITXFSA002</b> -Participate in safe food handling practices</p>	<p>Task 11 – Written Test (SFP, PI)</p> <p>Task 12 – HACCP Case Study</p>

## HSC Industrial Technology – Timber and Furniture 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	Major Project Proposal	Industry Study In-class Essay	Trial HSC Examination	Major Project Realisation	
	Term 4 (2017) Week 6	Term 1 (2018) Week 6	Term 2 Weeks 9/10	Term 3 Week 1	
	H1.3, 3.1, 3.3, 4.2, 4.3, 5.1	H1.1, 1.2, 6.1, 6.2, 7.1, 7.2	H1.1, 1.2, 1.3, 3.1, 4.3, 6.1, 7.1, 7.2	H2.1, 3.3, 4.1, 5.1, 5.2, 6.1, 6.2	
Knowledge and understanding of course content	5	5	20	10	40
Knowledge and skills in the design, management, communication and production of a major project	15	15	10	20	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC Information Processes and Technology 2018

Component		Task 1	Task 2	Task 3	Task 4	Weighting
		<b>Management and Database Project</b>	<b>Communication Project</b>	<b>Trial HSC (Written Examination)</b>	<b>Project Work TPS</b>	
		<b>Term 1 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Week 4</b>	
		H1.1, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.2	All	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1	
<b>Communication systems</b>			<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Information systems and databases</b>		<b>15</b>		<b>5</b>		<b>20</b>
<b>Project management</b>		<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Option Strands</b>	<b>Multimedia Systems</b>			<b>5</b>	<b>15</b>	<b>20</b>
	<b>Transaction Processing Systems</b>		<b>15</b>	<b>5</b>		<b>20</b>
<b>Marks</b>		<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC Legal Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Semester Examination	Trial HSC Examination	Research In class component	
	<b>Term 1 (2018) Week 8</b>	<b>Term 2 Week 9/10</b>	<b>Term 3 Weeks 5</b>	
	H1, 2, 3, 4, 5, 7, 9	H1, 2, 3, 4, 5, 6, 7, 9	H1, 2, 3, 4, 5, 8, 9, 10	
<b>Knowledge and understanding of Course Content</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>60</b>
<b>Research</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Communication</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## HSC Marine Studies 2018

Component	Task 1	Task 2	Weighting
	Research and Presentation	Examination	
	Term 4 (2017) Week 7	Term 3 (2018) Weeks 4	
	1.3, 2.3, 3.2, 3.4, 4.2	2.2, 5.1, 5.2, 5.3, 5.4	
<b>Module 6: Coral Reef Ecology</b>	✓	✓	
<b>Optional Module</b>		✓	
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## HSC Mathematics 2018

Component	Task 1	Task 2	Task 3	Weighting
	Half Yearly Examination	Trial HSC Examination	Double Period In class Assessment	
	Term 1 Week 8	Term 2 Week 9/10	Term 3 Weeks 6	
	H2, 4, 5, 6, 7, 8, 9	H2, 3, 4, 5, 6, 7, 8, 9	H2, 3, 4, 5, 6, 7, 8, 9	
Component A Knowledge / Skills	15	20	15	50
Component B Reasoning / Interpretation	15	15	20	50
Total %	30	35	35	100

## HSC Mathematics Extension 1 2018

Component	Task 1	Task 2	Task 3	Weighting
	Half Yearly Examination	Trial HSC Examination	Double Period In class Assessment	
	Term 1 Week 8	Term 2 Week 9/10	Term 3 Weeks 6	
	HE 2, 3, 4, 7	HE 2, 3, 4, 5, 6, 7	HE 2, 3, 4, 5, 6, 7	
<b>Component A</b> Knowledge / Skills	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Reasoning / Interpretation	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## HSC Mathematics Extension 2 2018

Component	Task 1	Task 2	Task 3	Weighting
	Half Yearly Examination	Trial HSC Examination	Double Period In class Assessment	
	Term 1 Week 8	Term 2 Week 9/10	Term 3 Weeks 6	
	HE 2, 3, 4, 7	HE 2, 3, 4, 5, 6, 7	HE 2, 3, 4, 5, 6, 7	
<b>Component A</b> Knowledge / Skills	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Component B</b> Reasoning / Interpretation	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## HSC Mathematics General 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
		Half Yearly Examination	Trial HSC Examination	In class Assessment	
	Term 4 (2017) Week 10	Term 1 (2018) Week 8	Term 2 Weeks 9/10	Term 3 Week 6	
	H 2, 3, 5, 6, 7, 8, 11	H 2, 3, 5, 6, 7, 8, 11	H 2, 3, 4, 5, 6, 7, 9, 11	H 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
<b>Component A</b> Knowledge / Skills	<b>10</b>	<b>15</b>	<b>20</b>	<b>5</b>	<b>50</b>
<b>Component B</b> Reasoning / Interpretation	<b>5</b>	<b>15</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>40</b>	<b>15</b>	<b>100</b>

## HSC Mathematics Studies 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
		Half Year Examination	In class assessment	In class assessment	
	Term 4 (2017) Week 10	Term 1 (2018) Week 8	Term 2 Week 6	Term 3 Week 6	
	H 1, 2, 3, 4, 5, 9, 10	H 1, 2, 3, 6, 7, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H 1, 2, 3, 4, 5, 7, 9, 10	
<b>Component A</b> Knowledge / Skills	<b>10</b>	<b>15</b>	<b>20</b>	<b>5</b>	<b>50</b>
<b>Component B</b> Reasoning / Interpretation	<b>5</b>	<b>15</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>40</b>	<b>15</b>	<b>100</b>

## HSC Modern History 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Research and Source Analysis</b> <b>World War 1</b>	<b>Essay</b>	<b>Trial HSC Examination</b>	<b>International Studies in Peace and Conflict</b> <b>Research in-class component</b>	
	<b>Term 4 (2017)</b> <b>Week 9/10</b>	<b>Term 1 (2018)</b> <b>Week 8/9</b>	<b>Term 2</b> <b>Weeks 9/10</b>	<b>Term 3</b> <b>Week 6</b>	
	H 1.1, 1.2, 3.3, 3.4, 4.1	H 1.1, 3.1, 3.2, 3.4, 3.5, 4.2	H 1.1, 1.2, 2.1, 3.3, 4.1, 4.2	H 2.1, 3.3, 3.5, 4.2	
<b>Knowledge and understanding of course content.</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>10</b>	<b>40</b>
<b>Source-Based Skills</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Historical Inquiry and Research</b>	<b>5</b>	<b>5</b>		<b>10</b>	<b>20</b>
<b>Communication of Historical understanding in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC Music 1 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Composition Portfolio and Aural Analysis</b>	<b>Presentation of Performance and Viva Voce</b>	<b>Presentation or Submission: Elective Option for Topics 1 and 2</b>	<b>Trial HSC Examination</b>	
	<b>Term 4 (2017) Week 8</b>	<b>Term 1 (2018) Weeks 7</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 3</b>	
	H 2, 4, 5, 7, 8	H 1, 2, 4, 5, 6	H 1 - 8	H 1 - 8	
<b>Performance Core</b>		<b>10</b>			<b>10</b>
<b>Composition Core</b>	<b>10</b>				<b>10</b>
<b>Musicology Core</b>		<b>10</b>			<b>10</b>
<b>Aural Core</b>	<b>10</b>			<b>15</b>	<b>25</b>
<b>Elective</b>			<b>30</b>	<b>15</b>	<b>45</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC Personal Development, Health & Physical Education 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Core One Research Task</b>	<b>Sports Medicine Research Task</b>	<b>Trial HSC Examination</b>	<b>Assignment on Training Program</b>	
	<b>Term 4 (2017) Week 8</b>	<b>Term 1 (2018) Week 9</b>	<b>Term 2 Weeks 9/10</b>	<b>Term 3 Week 5</b>	
	H8, 13, 17	H 1 – 5, 15 – 16	H 1 – 5, 7 – 9	H 10 – 11	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>factors that affect health</li> <li>the way the body moves</li> </ul>	<b>5</b>	<b>10</b>	<b>15</b>	<b>10</b>	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>influencing personal and community health</li> <li>taking action to improve participation and performance in physical activity.</li> </ul>	<b>5</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>30</b>
<b>Skills in</b> <ul style="list-style-type: none"> <li>critical thinking, research and analysis</li> </ul>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

## HSC Physics 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Performing and reporting a first-hand investigation</b>	<b>In-class Task</b>	<b>Trial HSC Examination</b>	<b>Secondary sources investigation</b>	
	<b>Term 4 (2017) Week 9/10</b>	<b>Term 1 (2018) Weeks 9</b>	<b>Term 2 Weeks 9/10</b>	<b>Term 3 Week 3</b>	
	H 8, 11, 12, 13, 14	H 1, 2, 3, 4, 7, 8, 9, 13, 14, 15	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	H 3, 4, 10, 12, 13, 14	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>the history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science.</li> </ul>	<b>5</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>35</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources</li> </ul>	<b>10</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	<b>10</b>	<b>5</b>	<b>10</b>	<b>10</b>	<b>35</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC Senior Science 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Practical and Theory Examination</b>	<b>Research</b>	<b>Trial HSC Examination</b>	<b>Secondary sources investigation</b>	
	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 2 Weeks 9/10</b>	<b>Term 3 Week 5</b>	
	H 2, 4, 8, 12, 13, 14, 15	H 4, 12, 13, 14	H 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	H 1, 3, 4, 7, 9, 13, 14	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>the history, nature and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and development in science.</li> <li>the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy.</li> </ul>		<b>5</b>	<b>25</b>	<b>10</b>	<b>40</b>
<b>Skills in;</b> <ul style="list-style-type: none"> <li>planning and conducting first-hand investigations</li> <li>gathering and processing first-hand data</li> <li>gathering and processing relevant information from secondary sources.</li> </ul>	<b>15</b>	<b>10</b>		<b>5</b>	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>communicating information and understanding</li> <li>developing scientific thinking and problem-solving techniques</li> <li>working individually and in teams</li> </ul>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>100</b>



## HSC Society and Culture 2018

Component	Task 1	Task 2	Task 3	Task 4	Weight
	<b>Research &amp; report: Methods, Continuity &amp; Change</b>	<b>Examination (Core + PIP research methods)</b>	<b>Trial HSC Examination (Core + Depth Study 1)</b>	<b>Research and related in- class response on Depth Study 2</b>	
	<b>Term 1 Week 2</b>	<b>Term 1 Week 7/8</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Weeks 6</b>	
	H 1, 5, 6, 8, 9, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 1, 2, 3, 4, 5, 6, 7, 10	H 6, 7, 8, 9, 10	
Knowledge and understanding of course content.	<b>10</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>
Application and evaluation of Social/Cultural research methodologies.	<b>10</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>30</b>
Communication of information, ideas, issues in appropriate forms.	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

NB: An external assessment Task (Personal Interest Project) is due at the beginning of Term 3. The exact date will be confirmed by the NSW Education Standards Authority. Regular PROGRESS REPORTS will need to be submitted as per the separate schedule. The value of the external HSC Examination is 60% and the PIP 40%.

## HSC Sport, Lifestyle and Recreation 1 Unit 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Social Perspectives and Sports Application	Athletics Practical	Sports Administration Examination	Workbooks	
	Term 1 Week 5	Term 2 Week 6	Term 3 Week 5	Progressive	
	P 1.1, 2.4, 3.2, 3.5, 3.7	P 1.1, 3.1, 4.4	P 1.6, 4.5	P 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	
Knowledge and understanding of course content.	15		25	10	50
Source-Based Skills	15	25		10	50
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>

## HSC Studies of Religion 1 Unit 2018

Component	Task 1	Task 2	Task 3	Weighting
	<b>Depth Study Short Answer/Extended Response</b>	<b>Trial HSC Examination</b>	<b>Research/Report</b>	
	<b>T1 Week 6</b>	<b>Term 2 Week 8/9</b>	<b>Term 3 Weeks 5</b>	
	H1,2,6,8,9	H1,2,3,4,5,6,8,9	H1,2,4,5,6,7,8,9	
<b>Knowledge and understanding of Course Content</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>
<b>Source-based Skills</b>	<b>10</b>	<b>10</b>		<b>20</b>
<b>Investigation and research</b>			<b>20</b>	<b>20</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	<b>10</b>	<b>10</b>		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

<b>HSC Studies of Religion 2 Unit 2018</b>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	<b>Depth Studies</b>	<b>Depth Studies</b>	<b>Trial HSC Examination</b>	<b>Research- Religion and Peace</b>	
	<b>Term 4 (2017) Week 9/10</b>	<b>Term 1 Week 6</b>	<b>Term 2 Weeks 8/9</b>	<b>Term 3 Week 5</b>	
	H1,2,3, 4, 5, 6,7, 8, 9	H1,2,3,4,5,6,8,9	H1,2,4,5,6,7,8,9	H1,2, 5, 8,9	
<b>Knowledge and understanding of Course Content</b>	<b>5</b>	<b>10</b>	<b>20</b>	<b>5</b>	<b>40</b>
<b>Source-based Skills</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Investigation and research</b>	<b>10</b>			<b>10</b>	<b>20</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## HSC Visual Arts 2018

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	<b>Body of Work Outline and Survey</b>	<b>Research Task: Case Study 2: Gallery / Museum Exhibition</b>	<b>Body of Work and VAPD</b>	<b>Trial HSC Examination</b>	<b>Body of Work and VAPD Final</b>	
	<b>Term 4 (2017) Week 9</b>	<b>Term 1 (2018) Week 7/8</b>	<b>Term 2 Week 4</b>	<b>Term 2 Weeks 8/9</b>	<b>Term 3 Week 3</b>	
	H 1, 2, 3, 4, 5, 6, 7, 10	H 7, 8, 9, 10	H 1, 2, 3, 4, 5	H 7, 8, 9, 10	H 2, 3, 4, 5, 6	
<b>Artmaking</b>	<b>10</b>		<b>15</b>		<b>25</b>	<b>50</b>
<b>Art Criticism and Art History</b>		<b>20</b>		<b>30</b>		<b>50</b>
<b>Total %</b>	<b>10</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>100</b>

## HSC Visual Design 2018

Component	Task 1	Task 2	Task 3	Weighting
	<b>Unit 1 Clothing and Image</b>	<b>Unit 2 Wearable Design : Jewellery</b>	<b>Unit 3 Collaborative Design Project</b>	
	Term 4 (2017) Week 9	Term 1 (2018) Week 6	Term 3 Week 7	
	DM 1, 2, 3, 4, 5, 6, CHI 1, 2, 3, 4, 5	DM 2, 3, 4, 5, 6 CHI 1, 2, 4, 5	DM 1, 2, 3, 4, 5 CH 1, 2, 3, 4, 5	
<b>Design and Making</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>70</b>
<b>Critical / Historical Study</b>	<b>15</b> Photography Case Study	<b>10</b> Design Folio	<b>5</b> Design Folio	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>35</b>	<b>25</b>	<b>100</b>

# Year 12 Assessment Calendar (Term 4 2017)

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<b>TERM 4</b>  <b>Oct 2017</b>		2 Labour Day	3	4	5	6	7	8
	1	9 Staff Development Day	10	11	12	13	14	15
	2	16	17	18	19	20	21	22
	3	23	24 Year 11 Drama Excursion	25	26	27	28	29
	4	30	31	1	2	3	4	5
<b>Nov 2017</b>	5	6	7	8	9	10	11 Remembrance Day	12
	6	13	14	15	16 12 IT-Timber Task 1	17 LoPs T&L PD Day	18	19
	7	20 Yr 10 HSC Literacy & Numeracy Online Trial	21 EEC – Task 1	22 12 D&T – Task 1	23 MSB Task 1 Presentation	24	25	26
	8	27	28 PDHPE – Task 1	29	30 Chem Task 1 Hand-in 12 Food Tech – Task 1 12 Eng Stu – Task 1	1 LoPs T&L PD Day	2	3
<b>Dec 2017</b>	9	4 Bus Studies – Case Study Research Economics – Research	5 English Advanced Task 1 (Sect 1) English Standard Task 1 (Sect 1) English Studies Task 1 Visual Arts Task 1 (Hand In)	6 Advent Liturgy P6	7 Year 11 Assessment Block Physics Prac Task 1 Modern History – Task 1 Research/Source Analysis	8 Year 11 Assessment Block EES Hand-in Task 1 SOR 2 unit Drama Task 1 (Prac)	9	10
	10	11 Year 11 Assessment Block General Maths Exam (90) Maths Studies Exam (22) SDD Task 1	12 Year 11 Assessment Block English Advanced Task 1 (Sect 2&3) English Standard Task 1 (Sect 2&3) Geography- Research essay	13 Year 11 Assessment Block English Ext 1 Task 1 Music Task 1 by Appointment Last Day of classes for Yr11	14	15	16	17
	11	18	19 Last Day of Term	20	21	22	23	24
		25 Christmas	26 Boxing Day	27	28	29	30	31

## 2018 Year 12 Assessment Calendar

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Jan 2018		1 New Year's Day	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26 Australia Day	27	28
	1	29 Staff Devt Day	30 Staff Devt Day	31	1	2	3	4
Feb 2018	2	5	6	7	8	9	10	11
	3	12	13	14 English Ext 2 Task 1	15	16	17	18
	4	19 IT Timber Excursion	20	21	22	23	24	25
	5	26	27	28 Drama Task 2 In Class SLR Tsk 1	1	2	3	4
Mar 2018	6	5	6 IT Timber Task 2 Catholic Studies Task 1	7 SOR 2 Unit Task 2	8 12 Marine Excursion	9 IPT Task 1	10	11
	7	12 Food Tech Task 2	13 Biology Task 1 In Class	14 Music Task 2 SOR 1 Unit Task 1	15 Sen Sci Task 1 In Class	16	17	18
	8	19 Maths Assessment Day P1-3 French Task 2	20 EES Task 2 Prac English Studies Task 2 Ancient History Hand In Maths Ext 1 (Periods 4-5)	21 Harmony Day Year 12 Retreat	22 Year 12 Retreat	23 Year 12 Retreat	24	25
	9	26 English Orals Periods 1-3: Standard & Advanced Task 2 Geography In Class	27 PDHPE Tsk 2 English Orals Periods 1-3: Standard & Advanced T2 Society and Culture In Class Business Studies In Class Geography In Class	28 Visual Design Task 2 Visual Arts Task 2 Business Studies In Class	29 Chemistry Task 2 In Class Legal Studies P5&6 Modern History Hand In	30 Good Friday	31 Easter Saturday	1 Easter



Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Apr 2018	10	2 <b>Easter Monday</b> Yr 12 Hospitality A Work Placement	3 Hospitality A WP English Ext 1 Task 2 Physics Task 2 In Class	4 Hospitality A WP French Task 2 Maths Ext2 Task 1	5 Yr 12 Hospitality A WP	6 Yr 12 Hospitality A WP Economics In Class	7 <b>World Health Day</b>	8
	11	9 Hospitality B Work Placement SDD Task 2	10 Hospitality B WP Ancient History Task 2 In Class	11 Europe Excursion Hospitality B WP Engineering Stud Task 2	12 Year 12 Reports Due Europe Excursion Hospitality B WP	13 Europe Excursion Hospitality B WP	14	15
	16	HOILDAYS	17	18	19	20	21	22 <b>Earth Day</b>
	23	HOLIDAYS	24	25 <b>Anzac Day</b>	26	27	28	29
	1	30 Staff Spirituality Day	1 Catholic Studies Task 2	2	3 Catholic Studies Task 2	4	5	6
May 2018	2	7 Construction Work Placement	8 Construction WP	9 Construction WP	10 Construction WP	11 Construction WP English Ext 2 Task 2	12	13 <b>Mother's Day</b>
	3	14 Year 12 PT Interviews	15	16	17	18	19	20
	4	21 Visual Arts Task 3	22	23 Sen Sci Task 2 Research	24	25	26	27
	5	28	29	30 Standard English Excursion	31	1 IPT Task 2	2	3
Jun 2018	6	4 Food Tech Task 3 French Task 3	5 Maths Studies Task 3 Music Task 3	6 EEC Tsk 2 SLR Tsk 2	7 English Studies Task 3	8	9	10
	7	11 <b>Queen's Birthday</b>	12 Biology Task 2 Report	13 D&T Task 2	14 English Advanced Task 3 English Standard Task 3	15	16	17 SDD Task 3 (online submission)
	8	18 <b>ASSESSMENT FREE</b>	19 <b>ASSESSMENT FREE</b>	20 <b>ASSESSMENT FREE</b>	21 <b>ASSESSMENT FREE</b>	22 <b>ASSESSMENT FREE</b>	23	24

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
	<b>9</b>	<b>25</b> HSC TRIAL Examinations	<b>26</b> HSC TRIAL Examinations	<b>27</b> HSC TRIAL Examinations	<b>28</b> HSC TRIAL Examinations	<b>29</b> HSC TRIAL Examinations	<b>30</b>	<b>1</b>
<b>Jul 2018</b>	<b>10</b>	<b>2</b> HSC TRIAL Examinations	<b>3</b> HSC TRIAL Examinations	<b>4</b> HSC TRIAL Examinations	<b>5</b> HSC TRIAL Examinations	<b>6</b> HSC TRIAL Examinations	<b>7</b>	<b>8</b>
		<b>9</b> HOLIDAYS	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
		<b>16</b> HOLIDAYS	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
	<b>1</b>	<b>23</b> Staff Development Day	<b>24</b>	<b>25</b>	<b>26</b> IT-Timber Task 4	<b>27</b> English Ext 2 Task 3	<b>28</b>	<b>29</b>
	<b>2</b>	<b>30</b>	<b>31</b> 7-10 PT Interviews Evening	<b>1</b> 7-10 PT Interviews All Day	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Aug 2018</b>	<b>3</b>	<b>6</b> Physics Task 4 SDD Trial exam (as per CSSA timetable) Visual Arts Task 5 BOW	<b>7</b>	<b>8</b> D&T Task 4	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	<b>4</b>	<b>13</b> Drama Task 4 Evening  Business Studies	<b>14</b> Athletics Carnival	<b>15</b> Economics	<b>16</b> Marine Studies Tsk 2 Exam	<b>17</b> IPT Task 4	<b>18</b>	<b>19</b>
	<b>5</b>	<b>20</b> PDHPE Task 4 SOR 2 Unit Task 4 SOR 1 Unit Task 3	<b>21</b> Biology Task 4 In Class Chemistry Task 4 Prac EES Task 4	<b>22</b> SLR Tsk 3 Chemistry Task 4 Prac Sen Science Task 4 EEC Tsk 3	<b>23</b> Engineering Studies Task 4 Legal Studies	<b>24</b>	<b>25</b>	<b>26</b>
	<b>6</b>	<b>27</b> Catholic Studies Task 3 Ancient History Maths (Advanced, Standard, Studies)	<b>28</b> Modern History Geography Maths Ext 2 Task 3	<b>29</b> English Advanced Task 5 English Standard Task 5	<b>30</b> English Studies Task 4 Society and Culture Task 4 Maths Ext 1 Task 3	<b>31</b>	<b>1</b>	<b>2</b> Father's Day
<b>Sep 2018</b>	<b>7</b>	<b>3</b> Visual Design Task 3	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	<b>8</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
	<b>9</b>	<b>17</b> Year 12 Reports Due	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
	<b>10</b>	<b>24</b>	<b>25</b>	<b>26</b> Year 12 Graduation Mass	<b>27</b> Year 12 Farewell	<b>28</b> Staff Development Day	<b>29</b>	<b>30</b>

