

# MAITLAND GROSSMANN

## HIGH SCHOOL



## HSC COURSE

## ASSESSMENT

# 2011

*"Providing Quality Education in a Caring Learning Community"*

# **ASSESSMENT POLICY**

## **FOR THE 2010-2009 HSC COURSE**

The HSC course and associated assessments commence in Term 4 (2010) and concludes at the end of Term 3 (2011). Students are to ensure they read this document carefully and be aware of the timing and nature of all their assessment tasks.

This document and associated documents are available on the school website [www.mghs.com.au](http://www.mghs.com.au) (go to Assessments on the menu on the left side of home page and follow the links). They are in PDF form. A copy of the Assessment Policy will be emailed to each student's DET email address.

Please print off your subjects or save them into a folder for future reference. You should then create a calendar of when the assessment tasks are due so that you can work on a study timetable to maximise your opportunities to complete them to your best ability.

## **Completion of HSC Assessment Tasks**

- ✓ The Board expects students to undertake all assessment tasks set.
- ✓ The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.
- ✓ The minimum requirement is that students make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks.

## **Development of Assessment Programs**

Each school will determine the various tasks, such as tests, assignments, projects, on which the assessments are based, and the marks to be allocated to each task.

Schools are to develop an assessment program for each of their Board-developed and Board-endorsed courses. This will require schools to:

- a) Translate the components into student tasks. These tasks will be derived from the normal assessment activities associated with the conduct of the course;
- b) Specify values to be applied to each of the tasks in accordance with the school's perception of the relative importance of each task;
- c) Schedule the various assessment tasks throughout the course;
- d) Develop a policy and procedures for dealing with cases of malpractice in assessment tasks;

- e) Inform students in writing of the assessment requirements for each course. This written advice to students must include:
- i. The components and their weightings for each course as specified in the Assessment Guide in the relevant Syllabus;
  - ii. The nature of each assessment task (eg assignment, test, project, etc);
  - iii. An indication of when the various assessment tasks will take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task;
  - iv. The mark value of each task in relation to the total number of marks for the course;
  - v. Details of the administrative arrangements associated with each task (eg student absence, late submission of work etc);
  - vi. Details of the school's policy on malpractice in assessment tasks.
- f) Devise appropriate procedures for recording and reporting students' performance on all assessment tasks;
- g) Maintain records of marks awarded for each task identified as part of the assessment program. Schools are not required to retain test papers, student assignments, projects, practical exercises, etc, as evidence for assessments;
- h) Assess the students' actual performance, **not potential performance**. This means that the final overall assessment mark **must not be modified to take into account possible effects of illness or domestic situations**. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks where students have valid reasons for not completing individual tasks. Attendance and application will not be taken into account in either the final assessment mark or in any assessment task.

**The School Assessment has a twofold purpose. It provides an indication of a student's attainment based on:**

- \* a wider range of syllabus objectives than is measured by the external examination and
- \* measures and observations obtained throughout the course rather than at a single examination.

## **ILLNESS/MISADVENTURE PROVISIONS (Assessment Variation Application)**

- If for any reason a student is unable to sit or complete an Assessment Task on time an “Assessment Variation Application” must be completed.
- Assessment Tasks must be completed on time. **A student who is absent because of official school business, will not be given any penalty if the student follows school procedure in advance.**
- If a student is ill on the day of an assessment, **the school must be notified prior to the task.**
- A substitute test or task may be given where practicable, if any serious reason for absence is accepted by the School.
- **IT IS THE STUDENTS RESPONSIBILITY** to complete and hand in to the class teacher an Assessment Variation Form **on the FIRST day of return to school.**
- Certain circumstances (eg where the assessment task was complex or the elapsed time too great) an estimate may be given, based on the student’s performance in other assessment tasks.
- Where cheating has been proved for any task, no marks will be awarded for that task.
- It is in the student’s best interests to **complete all assessment tasks/tests at the stated time.**
- A **medical certificate is required** to explain a particular absence from illness or injury.

## **LATE ASSESSMENT**

- Late Assessment is acceptable only in **special circumstances.**
- All Late Assessment tasks must be accompanied by an Assessment Variation Application.
- Applicants for late Assessment will receive a copy of the decision.
- **No mark will be given** where a student fails to keep a deadline for reasons not accepted by the school.
- If the reasons are accepted because of their serious nature, there will be no penalty. An extension of time will be negotiated. (Such serious reasons may include unexpected illness, injury or family emergency).

- A student may apply **before the due** date for a limited extension for handing in an assessment late for **other than serious reasons**. If these are accepted, a **daily penalty** of 20% of the student's score will be applied.
- **UNDER NO CIRCUMSTANCES WILL A STUDENT BE ABLE TO DO A LATE ASSESSMENT AFTER THE RESULTS FOR THE TASK HAVE BEEN GIVEN TO OTHER STUDENTS.**
- When a candidate fails to complete an assessment task and school procedure is not followed, a zero **must** be awarded for that task. Parents/guardians will be informed by an N-Award Warning letter of this default.

**Where a candidate has been given zero marks for tasks totalling 50% or more of the final course Assessment mark, the Principal must certify that the course has not been studied satisfactorily.**

If a student's attempt at a particular task is particularly poor, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. An N-Award Warning may be issued on this basis.

## **Satisfactory Completion of a Course**

The following course completion criteria refer to both 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 the Board; 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.

Students will not be permitted to commence a HSC course if the Principal cannot certify the student has satisfactorily studied the Preliminary course.

### **School Review of Assessments**

Any assessment review will be based on the order of merit placement, the order of merit listing (if this was made available) and feedback on performance during the course. Students who consider that their placement in the order of merit for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

An assessment review should focus on the school's procedures for determining the final assessment mark. 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.

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 with the Board's requirements as detailed in the subject guides;
- 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.

### **Appeals to the Board**

Where possible, all reviews will be resolved within the school. Provision has been made, however, for subsequent appeals to the Board. There is no appeal against the marks awarded for individual assessment tasks. The Board will consider only whether:

- a) the school review process was adequate for determining items (a), (b) and (c) above;
- b) the conduct of the review was proper in all respects.

The Board itself will not revise the assessment marks or order of merit. If the appeal is upheld, the Board will direct the school to conduct a further review.

### **Procedures Relating to 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 your 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 for you;
- breaching published 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.

Alleged incidents of malpractice will be investigated by the Head Teacher. A determination will be made following the investigation. Students may appeal this determination. The school will establish a committee to conduct the appeal.

If the malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task with significantly different supervision. Whatever approach is taken the penalty will be appropriate to the seriousness of the offence.

PARENTS AND STUDENTS SHOULD READ THE PROCEDURES CAREFULLY TO BECOME FAMILIAR WITH WHAT IS EXPECTED.

**STUDENTS SHOULD ALWAYS TAKE CAREFUL NOTE OF THE:**

- a) tasks required for each course;
- b) marks/grades to be awarded for each task;
- c) marks/ranks obtained for each task;
- d) nature of each assessment task, and the date on which it is to be submitted/held;

At least **two weeks notification** must be given for each assessment task, and any variation of conditions must be notified in writing to each student in the course.

Any questions about the Assessment process should be directed to the subject Head Teacher concerned. If the student believes an error has been made in the assessment of any task, this should be notified **immediately** to the subject Head Teacher concerned.

### A Glossary of Key Words (HSC)

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# Maitland Grossmann High School

## Appendix A-Assessment Variation Form (Illness/Misadventure)

### Student section

Student name: \_\_\_\_\_ Year: \_\_\_\_\_ Subject: \_\_\_\_\_

Task: \_\_\_\_\_, Date of Task: \_\_\_\_\_.

Reason extension/estimate/new date is required: (Documentary evidence from Parent/Doctor should be provided, if you are claiming illness- in line with Board of Studies requirements.)

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I hereby request an extension of **time/new date/forward** date to complete the task

Student signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Class Teacher Section

I have noted the above request and have/have not recommended the following action:

Details: \_\_\_\_\_

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Teacher signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Head Teacher Section

Based on the above recommendation I have/have not granted the student:

Details: \_\_\_\_\_

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Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

### Deputy Principal Section

Based on the above recommendation I have/have not granted the student:

Details: \_\_\_\_\_

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Deputy Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Revised due date of task- to be issued to student:** Student name: \_\_\_\_\_

Decision made: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Signature: \_\_\_\_\_

**COURSE NAME: ENGLISH ADVANCED****HSC COURSE 2010/2011**

OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			DATE	DATE	DATE	DATE	DATE	DATE
			Term 4 Week 6	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 3	Trial HSC Term 3
			2010	2010	2011	2011	2011	2011
<b>1, 4, 7, 11, 12, 13</b>	<b>AREA OF STUDY</b>	40	READING (5) VIEWING/ REPRESENTING(5) (H1,4) WRITING (5) (H8,11)	SPEAKING (10) (H7,12, 13)				READING (10) WRITING (5)
<b>2, 2A, 12A</b>	<b>MODULE A</b> COMPARATIVE STUDY OF TEXT & CONTEXT	20			LISTENING (5) READING (5) WRITING (5)			WRITING (5)
<b>3, 6, 8</b>	<b>MODULE B</b> CRITICAL STUDY OF TEXT	20				READING (5) LISTENING (5) SPEAKING (5)		WRITING (5)
<b>5, 9, 10</b>	<b>MODULE C</b> REPRESENTATION & TEXT	20					VIEWING/ REPRESENTING(10) LISTENING (5)	WRITING (5)
	<b>MARKS</b>	100	15	10	15	15	15	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			DATE	DATE	DATE	DATE	DATE	DATE
			Term 4 Week 6 2010	Term 4 Week 9 2010	Term 1 Week 9 2011	Term 2 Week 7 2011	Term 3 Week 3 2011	HSC Trial Term 3 2011
<b>H1, 4, 7, 11, 12, 13</b>	<b>AREA OF STUDY</b> <i>Belonging</i>	40	READING (5) VIEWING/ REPRESENTING(5) (H1,4) WRITING (5) (H8,11)	SPEAKING (10) (H7,12,13)				READING (10) WRITING (5)
<b>H2, 10</b>	<b>MODULE A:</b> EXPERIENCE THROUGH LANGUAGE	20			READING(5) VIEWING/ REPRESENTING(5) LISTENING (5)			WRITING (5)
<b>H3, 6, 8</b>	<b>MODULE B:</b> CLOSE STUDY OF TEXT	20				VIEWING/ REPRESENTING(5) SPEAKING (5) LISTENING(5)		WRITING (5)
<b>H5, 9</b>	<b>MODULE C:</b> TEXTS AND SOCIETY	20					READING(5) WRITING(5) LISTENING (5)	WRITING (5)
	<b>MARKS</b>	100	15	10	15	15	15	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Term 4 Week 9 2010	DATE Term 1 Week 8 2011	DATE Term 2 Week 10 2011	DATE Term 3 HSC Trial 2011
			H1, 2, 3	MODULE A ELECTIVE 1- After the bomb	10	READING-5 WRITING-5
H1, 2, 3		10		VIEWING/ REPRESENTING-10		
H1, 2, 3, 4		10			SPEAKING- 5 LISTENING - 5	
H1, 2, 3		20				READING - 10 WRITING - 10
	<b>MARKS</b>	50	10	10	10	20

**COURSE NAME: ENGLISH EXTENSION 2****HSC COURSE 2010/2011**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3
			DATE Term 1 Week 8	DATE Term 2 Week 3	DATE Term 2 Week 8
			2011	2011	2011
H1, 2	Viva Voce	10	10		
H1, 2	The Report	15		15	
H1, 2	Draft version of the Major Work	25			25
	<b>MARKS</b>	50	10	15	25

**COURSE NAME: ENGLISH AS A SECOND LANGUAGE**

**HSC COURSE 2010/2011**

OUTCOMES	SYLLABUS COMPONENTS	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE Term 4 Week 8	DATE Term 1 Week 6	DATE Term 2 Week 5	DATE Trial HSC Term 3	DATE Term 3 Week 3
			2009	2010	2010	2010	2010
<b>H1, 2, 4, 7, 8, 9, 12, 13</b>	AREA OF STUDY- <i>BELONGING</i>	50	LISTENING (5) READING (5) WRITING (5) (H1, 2, 9, 10)	READING (5) VIEWING & REPRESENTING (10) (4, 7, 8, 13)		LISTENING (15) VIEWING & REPRESENTING (5)	
<b>H3, 6, 14</b>	MODULE A- EXPERIENCE THROUGH LANGUAGE	25			SPEAKING (20)	WRITING (5)	
<b>H5, 10, 11</b>	MODULE B- TEXTS AND SOCIETY	25				READING (5)	READING (5) WRITING (15)
	<b>MARKS</b>	100	15	15	20	30	20

OUTCOMES H1 → H9	COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Dec 2009	DATE April/May 2010	DATE June 2010	DATE August 2010
			Classroom Evaluation	Half Yearly	Classroom Evaluation	Trial HSC
H2, 3, 4, 5, 6, 7, 8, 9	Knowledge & Skills	40	10	10	10	10
H1, 2, 4, 5, 6, 7, 8, 9	Application	60	10	15	10	25
	<b>MARKS</b>	100%	20	25	20	35

OUTCOMES H1 → H11	COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Dec 2010	DATE April/May 2011	DATE June 2011	DATE August 2011
			Classroom Evaluation	Half Yearly	Classroom Evaluation	Trial HSC
H1, 2, 3, 4, 5, 6, 9, 10, 11	Knowledge & Skills	40	10	10	10	10
H2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Application	60	10	15	10	25
	<b>MARKS</b>	100%	20	25	20	35

**COURSE NAME: MATHEMATICS EXTENSION 1****HSC COURSE 2010/2011**

OUTCOMES	COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE	DATE	DATE	DATE
			March 2011	April/May2011	June 2011	August 2011
HE1 to HE7			Classroom Evaluation	Half Yearly	Classroom Evaluation	Trial HSC
HE1, 2, 3, 4, 5, 6, 7	Knowledge & Skills	40	10	10	10	10
HE2, 3, 4, 5, 6, 7	Application	60	10	15	10	25
	<b>MARKS</b>	100%	20	25	20	35

**COURSE NAME: MATHEMATICS EXTENSION 2****HSC COURSE 2010/2011**

OUTCOMES	COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE	DATE	DATE	DATE
			December 2010	April/May2011	June 2011	August 2011
E2 to E9			Classroom Evaluation	Half Yearly	Classroom Evaluation	Trial HSC
E1, 2, 3, 4, 5, 6, 7, 8, 9	Knowledge & Skills	40	10	10	10	10
E1, 2, 3, 4, 5, 6, 7, 8, 9	Application	60	10	15	10	25
	<b>MARKS</b>	100%	20	25	20	35

**COURSE NAME: APPLIED MATHEMATICS****HSC COURSE 2010/2011**

OUTCOMES	COMPONENTS	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Dec 2010	DATE April/May 2011	DATE June 2011	DATE August 2011
			Classroom Evaluation	Half Yearly	Project	Yearly Exam
1.1, 1.2, 1.3, 2.1, 2.2, 2.3 3.1, 3.2, 4.1, 4.2	Knowledge & Skills	60%	15%	15%	15%	15%
	Application	40%	10%	10%	10%	10%
	<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>OUTCOMES</b>	<b>COMPONENTS (SYLLABUS)</b>	<b>WEIGHTING (SYLLABUS)</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
			DATE: Term 4, 2010	DATE: Term 1, 2011	DATE: Term 2, 2011	DATE: Term 3, 2011
			First-hand investigation, process and problem-solving	Half-yearly exam	First-hand investigation, process and problem-solving	Trial HSC
H1 – H15	Knowledge and understanding of: <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 and current issues, research and developments in biology</li> <li>• Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution</li> </ul>	60		30		30
H1 – H15	Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	20	5		15	
H1 – H15	Skills in scientific thinking, problem solving and in communicating, understanding and conclusions	20	5		15	
	<b>MARKS</b>	100	10	30	30	30

**COURSE NAME: CHEMISTRY****HSC COURSE 2010/2011**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE Term 4, 2010	DATE Term 1, 2011	DATE Term 2, 2011	DATE Due before end of Term 2, 2011	DATE Term 3, 2011
			Research Task	Half-yearly Examination	Practical Test & Report	Practical Portfolio	Trial HSC Examination
H1 – H 15	Knowledge and understanding of: <ul style="list-style-type: none"> <li>The history, nature and practice of chemistry applications and uses of chemistry and their implications for society and the environment and current issues, research and developments in chemistry</li> <li>Atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry</li> </ul>	40		10			30
H1 – H 15	Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	40	20			20	
H 1 – H 15	Skills in scientific thinking, problem-solving and in communicating understanding and conclusions	20			20		
	<b>MARKS</b>	100	20	10	20	20	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE	DATE	DATE	DATE	DATE
			Term 4, 2010	Term 1, 2011	Term 2, 2011	Term 3, 2011	Term 3, 2011
			Practical Task and Summaries	Half-yearly examination	Practical Investigation & Problem Solving	Research Task	Trial HSC examination
H1 – H5	Knowledge and understanding of: <ul style="list-style-type: none"> <li>The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment and current issues, research and developments in physics</li> <li>Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	40		10			30
H6 – H10	Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30	15		10		5
H11 – H16	Skills in scientific thinking, problem solving and in communicating understanding and conclusions	30	5		10	10	5
	<b>MARKS</b>	100	20	10	20	10	40

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Term 4, 2010	DATE Term 1, 2011	DATE Term 2, 2011	DATE Term 3, 2011
			First-hand investigation	Half-yearly examination	Open-ended investigation	Trial HSC examination
H1 – H15	Knowledge and understanding of: <ul style="list-style-type: none"> <li>• Impacts of applications of science on society and the environment and how advances in technology have changed the direction or nature of scientific thinking.</li> <li>• Possible future directions of scientific research</li> <li>• Chemicals and their use, structure of body organs, uses of earth's resources</li> <li>• Energy transfers and how used</li> <li>• Effects of internal and external environmental changes on the body</li> </ul>	40		10		30
H1 – H15	Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations	30	30			
H1 – H15	Skills in identifying technology that could be used during investigations and determining its suitability and effectiveness for its potential role in the procedure or investigations Use reporting styles appropriately to communicate information and understanding	30			30	
	<b>MARKS</b>	100	30	10	30	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE Week 9 Term 4	DATE Week 10 Term 1	DATE Week 9 Term 2	DATE Week 2 Term 3	DATE Term 3 Wk 5 & 6
			Knowledge & Source Analysis	Hlf Yr Exam	Five part response	In class Structured Essay + Research	Trial
H1.1, H3.1, H3.3, H4.1, H4.2	<b>PART I</b> Core: Cities of Vesuvius - Pompeii and Herclaneum	25	10	5			10
H1.1, H2.1, H3.1, H4.1, H4.2	<b>PART II</b> Ancient Societies	25			20		5
H1.1, H2.1, H3.3, H3.4, H3.6, H4.1, H4.2	<b>PART III</b> Personalities in their Times	25				20	5
H1.1, H2.1, H3.1, H3.3, H4.1, H4.2,	<b>PART IV</b> Historical Periods	25		15			10
	<b>MARKS</b>	<b>100%</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>30</b>

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE Week 9 Term 4	DATE Week 10 Term 1	DATE Week 7 Term 2	DATE Week 2 Term 3	DATE Weeks 5 & 6 Term 3
			Source Analysis	½ Yearly Exam	In-Class Essay	Research Essay	Trial
H2.1, H4.1, H3.2, H3.3	<b>PART I</b> World War I	25	10	10			5
H3.1, H4.2, H5.2, H6.2	<b>PART II</b> National Studies	25		15			10
H1.1, H1.2, H3.1, H4.1, H4.2	<b>PART IV</b> International study in peace and conflict	25			20		5
H1.1, H4.1, H4.2	<b>PART III</b> Personalities in the Twentieth Century	25				15	10
	<b>MARKS</b>	<b>100%</b>	<b>10</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>30</b>

**COURSE NAME: H.S.C. HISTORY EXTENSION - 2010/2011**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			DATE Week 9 Term 4	DATE Week 10 Term 1	DATE Week 10 Term 2	DATE Week 10 Term 2	DATE Week 10 Term 2	DATE Term 3
			Proposal	Half Yearly Exam	Synopsis	Project Bibliography	Essay	Trial HSC
E1.1, E2.2, E2.3	<b>PART I</b> What is History?	5		2.5				2.5
E1.1, E2.2, E2.3	<b>Case Study</b> - The Crusades	5						5
E2.1, E1.1, E2.2, E2.3	<b>PART II</b> History Project							
	Proposal	10	10					
	Synopsis	5			5			
	Essay	20					20	
	Bibliography	5				5		
	<b>Marks</b>	<b>50</b>	<b>10</b>	<b>2.5</b>	<b>5</b>	<b>5</b>	<b>20</b>	<b>7.5</b>

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE T4 W10	DATE Issued T1 W3 Due T1 W7	DATE T1 W9,10	DATE T2 W6	DATE T3 W5
			Written Report - Marketing	Research Report – Management	Half Yearly Exam	Test - Financial	Trial HSC Exam
ALL OUTCOMES	Tests and Exams	50			15		35
H 1.2 H 2.1 H 3.2 3.3 H 4.1 4.2 H 5.1 5.2 5.3	Case Studies – • Interpretation • Application • Communication	30	15	15			
H 2.1 H 3.1 3.2 3.3 H 5.1 5.3 5.4	Stimulus based Skills	20			5	15	
TOTAL		100	15	15	20	15	35

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 4
			DATE T4 W9	DATE Term 1	DATE Term 2	DATE Term 3	DATE T3 W5
			Research Media File Crime	Human Rights presentation of a contemporary issue	Half Yearly Examination	Focus Study Research task and in class test	Trial HSC
H1, H2 H3, H4 H5, H6 H7, H8 H9, H10	Knowledge and Understanding	60			20	5	35
H1, H2 H3, H4 H5, H6 H7, H8 H9, H10	Research	20	5	10		5	
H1, H2 H3, H5 H6, H7 H8, H9 H10	Communication	20	5	10		5	
		<b>100</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>35</b>

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE T4 W8	DATE T1 W5	DATE T1 W10	DATE T2 W6	DATE T3 W5
			Application of methodological skills	Oral Presentation	Half Yearly	Secondary Research	Trial HSC
H1 H3 H4 H5 H6 H7 H8 H10	Core	40	15		15		10
H2 H3 H4 H5 H7 H8 H10	Depth Study No.1	30		10	10		10
H2 H3 H4 H5 H7 H8 H10	Depth Study No.2	30				20	10
	<b>MARKS</b>	100	15	10	25	20	30

• **COURSE NAME: H.S.C. DESIGN AND TECHNOLOGY**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			DATE Term IV Week 8 29/11/10	DATE Term IV Week 10 13/12/10	DATE Term I Weeks 10 & 11 28/03/11-8/04/11	DATE Term II Week 5 25/05/11	DATE Term III Week 3 01/08/11	DATE Term III Week 5 & 6 15/08/11 – 26/08/11
			Innovation Study	Project Proposal	Half Yearly	Project Development Research Task	Project Realisation Evaluation Task	Trial HSC
H2.1, H2.2 H3.1 H6.2	Innovation and Emerging Technology	40	10		10			20
H1.1, H1.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	Designing and Producing	60		15		20	25	
	<b>MARKS</b>	100%	10	15	10	20	25	20

**COURSE NAME: H.S.C. ENGINEERING STUDIES**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Week 3 Term I 07/02/11	DATE Weeks 10 & 11 Term I 28/03/11-8/04/11	DATE Week 5 Term II 23/05/11	DATE Week 5 & 6 Term III 15/08/11 – 26/08/11
			Eng. Report 1 Civil Structures	Half Yearly Exam	Eng. Report 2	Trial H.S.C. Exam
H1.1, H1.2	Scope of Profession	20		10		10
H2.1, H2.2	Knowledge of Engineering Principles	40	10	5	5	20
H3.1, H3.2, H3.3	Communication Skills	10	5		5	
H4.1, H4.2, H4.3	Impact of Engineering	10		5		5
H5.1, H5.2	Management And Problem Solving	10		5		5
H6.1, H6.2	Application of Methodology	10	5		5	
	<b>MARKS</b>	100%	20	25	15	40

**COURSE NAME: H.S.C INDUSTRIAL TECHNOLOGY**

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			WEEK 9 TERM 4 10/12/2010	WEEK 9 &10 TERM 1 28/03/11-8/04/11	WEEK 5 TERM 2 27/5/2011	WEEK2 TERM3 29/7/2011	WEEKS 5 & 6 TERM 3 15/08/11 – 26/08/11
			Folio	Half Yearly Examination	Major Project	Major Project & Folio	Trial H.S.C
H1.1, H7.1, H7.2	Industry Study	<b>15</b>		15			
H3.1, H3.2, H3.3, H5.1 H5.2	Design, Management & Communication	<b>20</b>	10			10	
H2.1, H4.1, H4.2	Major Project - production	<b>40</b>			20	20	
H1.2, H1.3, H4.3, H6.1, H6.2	Industry Related Manufacturing Technology	<b>25</b>					25
	<b>MARKS</b>	<b>100%</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>25</b>

**COURSE NAME: H.S.C COMMUNITY AND FAMILY STUDIES**

Component	Task1	Task2	Task3	Task4	Task5	Weighting
	Research Methodology, Independent Research Project	Half Yearly Examination	Groups in Context- Essay	Individuals and Work	Trial Examination	
	Week 10, 2010 Term 4 (Part 1) Week 10, 2011 Term 1 (Part 2)	Exam period	Week 9 Term 2, 2011	Week 2 Term 3, 2011	Exam period	
	H4.1,H4.2	H1.1, H2.1, H2.2,H2.3, H3.2, H3.4, H4.1, H4.2, H5.1, H5.2	H2.2,H2.3, H4.2, H5.1, H6.2	H2.2, H2.3, H3.3, H5.2	H1.1, H2.1, H2.2,H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• resource management</li> <li>• positive relationships</li> <li>• range of societal factors</li> <li>• nature of groups, families and communities</li> </ul>		5	15	10	10	40

Skills in: <ul style="list-style-type: none"> <li>• applying management processes to meet the needs of individuals, groups, families and communities</li> <li>• planning to take responsible action to promote wellbeing</li> </ul>	5	5	5	5	5	25
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating	15	5		5	10	35
Marks	20	15	20	20	25	100

<b>COURSE NAME: FOOD TECHNOLOGY</b>			<b>HSC COURSE 2010/2011</b>			
<b>OUTCOMES</b>	<b>COMPONENTS (SYLLABUS)</b>	<b>WEIGHTINGS (SYLLABUS)</b>	<b>TASK 1</b> Contemporary Food Issues: Nutrition  <i>Essay In Class</i>	<b>TASK 2</b> Half Yearly  <b>Written Paper</b>	<b>TASK 3</b> Food Product Development  <i>Research Practical Task</i>	<b>TASK 4</b> Trial HSC  <b>Written Paper</b>
			<b>DUE DATE</b> Term 4 Week 9 8/12/10	<b>DUE DATE</b> Term 1 Exam week	<b>DUE DATE</b> Term 2 Week 9	<b>DUE DATE</b> Term 3 Exam week
H1.1, H1.2, H1.3, H1.4, H3.1, H2.1	Knowledge & understanding about the Australian food industry, food manufacture, food product development and contemporary food issues (Nutrition)	20	5	5		10
H2.1, H3.1, H3.2	Research analysis & communication	30	5	10	5	10
H4.1, H4.2	Experimentation & preparation	30			20	10
H5.1	Design Implementation & evaluation	20	5	5	10	
	<b>MARKS</b>	100	15	20	35	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4
			DATE Term 4 Wk 8 2/12/10	DATE Exam Period	DATE Term 2 WK10	DATE Exam Period
			Oral Presentation and Report.	Half Yearly Exam	Textile Analysis	Trial Exam
H1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 6.1	Major Textiles Project	50	25	5	5	15
H1.1, 1.2, 1.3 2.1, 2.2, 2.3, 6.1	Design	20		10	10	
H3.1, 3.2, 4.1, 4.2	Properties and Performance of Textiles	20		5	10	5
H5.1, 5.2, 6.1	ATCF & AI	10				10
	<b>MARKS</b>	100%	25	20	25	30

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			DATE Term 4 Wk 8	DATE Half Yearly	DATE Term 2 Wk 3	DATE Term 3 Wk 3	DATE Trial HSC
H1, H2	Performance Core	10	Performance Topic 1 10				
H2, H3, H5, H8	Composition Core	10				Composition & Portfolio Topic 3 10	
H2, H5, H6, H7	Musicology Core	10			Research project & Presentation Topic 2 10		
H4, H6, H7, H8	Aural Core	25		Aural exam 10			Aural exam 15
Depends on elective selected	Electives 1	15		Performance 1 piece <b>OR</b> Musicology Viva <b>OR</b> Composition 15			
Depends on elective selected	Elective 2	15					Performance 1 piece <b>OR</b> Musicology Viva <b>OR</b> Composition 15
Depends on elective selected	Elective 3	15					Performance 1 piece <b>OR</b> Musicology Viva <b>OR</b> Composition 15
	<b>MARKS</b>	<b>100</b>	<b>10</b>	<b>25</b>	<b>10</b>	<b>10</b>	<b>45</b>

OUTCOMES	COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
			DATE Term 4 Week 9	DATE Term 1 Week 5	DATE Term 1 Week 7	DATE Term 2 Week 6	DATE Term 2 Week 8	Trial HSC Term 3
H1, H2, H3, H4, H5, H6	Artmaking	50	VAD/plans & development  5		Body of work/VAPD  10	Body of Work/VAPD  15		Final presentation Body of Work/VAPD 20 Week 3
H7, H8, H9, H10	Art Criticism/ Art History	50		Art History/ Criticism Written Task 15			Art History/ Criticism Written Task  15	Trial HSC Written exam 20  Wk 5& 6
	<b>MARKS</b>	100	5	15	10	15	15	40

