Please note that acknowledgement of receipt of this booklet is REQUIRED from all parents/students.

The receipt is inside the booklet
CONTENTS

The Nature and Purpose of Assessment ................................................................. 3
Norwest Assessment Program .............................................................................. 4
Submission of Tasks ............................................................................................. 4
Assessment Appeals ............................................................................................ 6
HSC Assessment Reviews .................................................................................... 6
The Australian Tertiary Admissions Rank ............................................................. 7
HSC Text Requirements ....................................................................................... 8
Biology .................................................................................................................. 9
Business Studies .................................................................................................. 10
English Advanced ................................................................................................. 11
English Standard ................................................................................................. 12
English Extension 1 ............................................................................................. 13
English Extension 2 ............................................................................................. 14
General Mathematics ......................................................................................... 15
Mathematics ......................................................................................................... 16
Mathematics Extension 1 .................................................................................... 17
Mathematics Extension 2 .................................................................................... 18
Modern History .................................................................................................... 19
Music 1 .................................................................................................................. 20
Personal Development, Health & Physical Education .......................................... 21
Visual Arts ............................................................................................................ 22
Glossary ................................................................................................................ 23
Assessment illness/misadventure form ................................................................. 24
Assessment Task Cover Sheet ............................................................................ 25
Change of Subject Request .................................................................................. 26
THE NATURE AND PURPOSE OF ASSESSMENT

Norwest’s Assessment Policies complies with the Board of Studies (BOS) requirements as outlined in the Board’s Assessment Certification and Examination (ACE) Manual.

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results comprise:

- an assessment mark derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
- an examination mark derived from the HSC external examination
- an HSC mark, which is the average of the assessment mark and the examination mark
- a performance band, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students’ performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students’ achievement, collected in the standards packages and published on the Board’s Assessment Resource Centre website.
The Higher School Certificate

The Board of Studies requires that all schools provide assessment marks for each student in each subject. These marks comprise half the final result for that student in the HSC. The final assessment mark will come from the HSC year only, beginning on Monday, Week 4, Term 4 2013 after the completion of the Preliminary Course.

To enable statewide comparison and fairness, each school’s assessment marks are moderated against their examination results. The school’s rank order and relative differences between students are not changed. The moderated assessment mark only appears on the HSC result notice. For this reason it should be noted that the school is not able to inform students of the raw assessment mark that is sent to the Board of Studies. This is the Board’s directive.

For Board Endorsed Courses an internal assessment mark out of 100 will be generated at the school level. This mark will be determined from a range of Tasks suited to the purpose. This mark is then given to the Board of Studies for inclusion in the HSC. The mark is not moderated, nor is it used in any calculation of the ATAR.

NORWEST ASSESSMENT PROGRAM

Students are issued with a booklet summarising the assessment requirements, including the Assessment Policy at the beginning of the Preliminary and HSC Course. The College endeavours to avoid having more than one hand-in task and one in-class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each.

At least two weeks before the Task is due, written notification will be given to the students of the Task, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements.

Satisfactory Completion of a course and N Determinations

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by the Board
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an ‘N’ or ‘Non-completion’ determination. An ‘N’ determination for a course may make a student ineligible for the HSC.

Where it is determined for any of the above reasons that an N-determination warning is necessary

a) the student will be asked for an interview with the Assessment Review Committee
b) a letter will be sent home requesting parental acknowledgement of the warning and of the conditions by which a student may demonstrate that they do not deserve an N-determination

Clear Communication

Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years, Head of Curriculum and Pedagogy and Stage 6 Coordinator) if there are any issues likely to impact a student’s ability to complete the course satisfactorily.

Student access to Board of Studies information

All students can access all general syllabus and examination information via the Board of Studies website (www.boardofstudies.nsw.edu.au). Personal information can be found at studentsonline.bos.nsw.edu.au using the pin number issued at the end of Stage 5.

SUBMISSION OF TASKS

Submission and Security

Stage 6 Tasks are to be submitted to the LRC by 8.35am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

Electronic Provisions

Where a teacher has requested electronic submission, the College’s electronic submission procedures must be followed.
Failure to submit

The Board of Studies and the College expects each student to complete all assessment tasks. The failure to complete assessment tasks will result in the student receiving an N award warning for that subject.

*In all cases where a student fails to complete an assessment task, a zero is awarded for that task unless a successful illness/misadventure application is lodged. Students who fail to submit assessment tasks may also be issued an afterschool service under the Norwest Student Code of Conduct.*

In all cases where a student has failed to submit an assessment task, the parent will be sent an N-determination warning letter by the College, advising of the consequences of repeated lack of submission and containing a revised due date. Parents must sign and return this letter acknowledging understanding of its content.

Computer use

In all cases of tasks completed at home on the computer responsible use of technology is recommended. Students are required to keep back-up copies of their tasks to be produced on request.

*Please note: Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission.*

Illness

If a student is unable to attend an in-class assessment task due to illness, the College is to be notified on the day of the task so provisions can be made for the student to sit the task at another time. A medical certificate is to be provided to Educational Administration upon the student’s return to the College. Application for illness is to be done via ‘Illness Misadventure’ form available on Insite.

If a student is ill leading up to the deadline for a hand in assessment task and they wish to seek an extension, the Extension procedures must be followed. A medical certificate will need to be provided for an extension to be granted due to illness.

Where a prolonged absence (greater than one week) is anticipated, the student or parent must establish regular contact with their mentor who will liaise with the Assessment Review Committee.

Misadventure

If a student is unable to attend an in-class task or hand in a task on the day that it is due for a reason other than illness, then it is considered misadventure. Educational Administration is to be notified on the day of the task or as soon as is practicable so provisions can be made by the Assessment Review Committee (ARC) for the student to sit the task at another time. It is up to the discretion of the ARC to determine whether the reason for absence is valid and whether alternative arrangements are appropriate. Misadventure refers to events that are out of your control that have prevented you from completing the Task and/or attending the College. Examples of misadventure are family tragedy, car accident, flood etc. Application for misadventure is to be done via ‘Illness Misadventure’ form available on Insite.

Prolonged Absence – due to Illness/Misadventure/Leave

Where it is deemed by the ARC that a student cannot be assessed by the same task (for instance, an examination) because of extended illness or misadventure, the Head of Curriculum and Pedagogy in consultation with the teacher is authorised to give an estimated mark for that task, based on the achievement of students of similar ranking in that task.

Extensions

Extension requests for the submission of assessment tasks must be made to the Class Teacher as soon as practicable (generally more than 48 hours in Stage 6) and will only be granted in exceptional circumstances. These requests must be made prior to the due date of the administration of the task. The Class Teacher will inform the ARC/Educational Administration that an extension has been given.

Malpractice

Allegations of malpractice, cheating in examinations or plagiarism in essays, for example, will be treated with utmost seriousness. They should be reported immediately to the Classroom Teacher. The Classroom Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC, the subject teacher and where appropriate the examination supervisor, a mark of zero will be awarded if the allegation is proved. The student’s parents will be notified and an N-determination warning will be issued.
ASSESSMENT APPEALS

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned assessment Task, they must consult the Class Teacher immediately. The Class Teacher will conduct an investigation in accordance with the ‘Assessment staff guidelines’ and in consultation with the ARC will act appropriately on any findings.

HSC ASSESSMENT REVIEWS

After all HSC examinations have been completed, Students Online will provide you with your assessment rank order within each of your courses at the College. Your rank order is calculated from your assessment results in each of the courses you studied.

If you feel that your rank in any course is incorrect, you should contact the College as soon as possible. If necessary, you can apply to the College principal for a review. There is no provision for a review of the actual marks awarded for assessment Tasks. Further details about reviews and appeals are on the assessment appeal form which can be obtained from the College.

If you are dissatisfied with the result of the College review of your course assessment rankings you can appeal to the Board against the decision. The Board then decides if the correct weightings were used, whether the College followed its own assessment program and that there were no clerical errors. If the appeal is upheld, the Board refers the matter back to the College for further review.

Any student can be given his/her ranking within the College in each course studied at any time. If a ranking given by the College differs significantly from the student’s expectations, the student may seek a review in that course.

The way the marks/grades were awarded by the teacher for individual assessment task will NOT be part of the review. The review is an administrative check and does not involve the questioning of any teacher’s professional judgement in any way.

A student must apply for an Assessment Review on the form supplied by the College, setting out the reason(s) for the review. The form must reach the College by the specified date.

The College will conduct reviews as soon as possible after the specified date.

In conducting a review, the College will check to see that:

a) the weightings used by the College were those specified by the Board in the subject guides.
b) The marks awarded were consistent with the College’s Assessment Policy.
c) A computational error has not occurred.

The results of all reviews will be released simultaneously.

Each student will be informed about the procedures undertaken in the review and the final result of the review. Full and detailed reasons to support the College’s decision will be given to the student seeking the review.

The review results are to be communicated directly to the student.

A student who is dissatisfied with the outcome of the College’s review procedures may appeal to the BOS. Such an appeal is to be forwarded through the College Principal. The BOS will NOT change the assessment marks but may request that the College amend its procedures and conduct a further review.

Under NO circumstances will an appeal be undertaken after the release of HSC results.
THE AUSTRALIAN TERTIARY ADMISSIONS RANK

The Australian Tertiary Admissions Rank (ATAR) is automatically sent to all HSC students who indicate on their HSC Entry Form that they wish to be notified of their ATAR. The ATAR will inform students of their relative positions within the overall ranking of all HSC candidates and will be the basis of admission to tertiary courses.

Calculating the ATAR for the HSC

The ATAR is a number (not a mark) that indicates a student’s position in relation to their Year 7 cohort, including students who did not complete Year 12. An ATAR of 80.00, for example, indicates that the students with that ATAR have performed in the HSC better than 80 per cent of their Year 7 cohort, had all these Year 7 students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR is a rank that allows the comparison of students who have completed different combinations of HSC courses. The ATAR is calculated solely for use by institutions to rank and select school leavers for admission to tertiary courses. Other selection criteria may be used together with the ATAR. The ATAR is calculated by the universities and is released by the Universities Admissions Centre (UAC). To be eligible for an ATAR in 2013, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- Eight units from Category A courses
- Two units of English
- Three Board Developed courses of two units or greater
- Four subjects.

The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- best two units of English and
- best eight units from the remaining units. No more than two units of Category B courses can be included.

The ATAR and HSC marks

ATAR calculation is a complex process that begins with scaling the raw HSC marks and ends with ranking students among entire cohorts.

Scaling is the first step in calculating the ATAR and scaled marks (not HSC marks) are used in the ATAR calculation. Scaling is necessary because HSC students take all kinds of different courses, and scaling allows courses to be compared fairly. The same marks in different courses are not necessarily equal, just as the same amounts of money in different countries are not equal. In the same way that an exchange rate can be used to compare currency in different countries, scaling can be used to compare marks in different courses.

It is not valid to compare the ATAR numbers with the Board marks as recorded on the Higher School Certificate. The Board when calculating the marks for each course does not attempt to relate marks for different courses to a common scale. Therefore adding together the marks for different courses on the printed certificate is meaningless.

Much of the information on this page regarding the ATAR was taken directly from www.uac.edu.au on 18/2/11.
HSC TEXT REQUIREMENTS

ADVANCED ENGLISH
- Frankenstein - Mary Shelley – Penguin Red Classics
- The Fiftieth Gate - Mark Raphael Baker - Harper Collins
- Hamlet - William Shakespeare New Cambridge Shakespeare
- Blade Runner – DVD - OPTIONAL - Ridley Scott Warner Bros - Directors Cut 1982
- Immigrant Chronicle - OPTIONAL - Peter Skrzynecki University of Qld Press

STANDARD ENGLISH
- Billy Elliott – DVD - Directed by Stephen Daldry Universal Studios
- The Crucible - Arthur Miller - Methuen/Allen & Unwin
- War Poems and Others - OPTIONAL - Wilfred Owen Random House, 1994

ENGLISH EXTENSION 1
- The skull beneath the skin - PD James – Faber/Allen & Unwin
- ‘The Real Inspector Hound’ in Tom Stoppard: Plays 1 - Tom Stoppard – Faber/Allen & Unwin
- Rear Window - OPTIONA L – Alfred Hitchcock – Universal Pictures 1954

BIOLOGY

BUSINESS STUDIES

MATHEMATICS - 2 UNIT (not Extension 1 students)
- Maths in Focus Mathematics HSC Course, 2nd Edition - Margaret Grove

MATHEMATICS – EXTENSION 1
- Maths in Focus Mathematics Extension 1 HSC Course, 2nd Edition - Margaret Grove

MATHEMATICS – EXTENSION 2

MATHEMATICS – GENERAL
- Maths Quest General Mathematics HSC Course, 3rd Edition & eBook PLUS - Rowland

MODERN HISTORY
- Albert Speer 1905-1981 - Ken Webb
- Germany 1918-1939 - Ken Webb
- The Cold War 1945 - 1991 - Ken Webb
- World War I: From Sarajevo to Versailles, 2nd Edition - Ken Webb

PDHPE
**BIOLOGY**

**Assessment Approach and Requirements**

The internal assessment mark for HSC Biology is based on the HSC course only. Assessment consists of first-hand investigations, assignments, oral reports and formal examinations. There are at least 35 hours of practical work in this course. Units of work studied are:

1. Maintaining a Balance
2. Blueprint of Life
3. The Search for Better Health
4. Communication (Option)

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 10</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 6</td>
<td>Term 3 Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Practical Task</td>
<td>Half Yearly Examination</td>
<td>Open Ended Investigation</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>2, 3, 6, 11, 12, 13, 14, 15</td>
<td>2, 4, 6, 7, 8, 9, 10, 14</td>
<td>1, 2, 3, 5, 9, 10, 11, 12, 13, 14, 15</td>
<td>1, 2, 4, 6, 7, 8, 9, 10, 12, 14</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations</td>
<td>30%</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Skills in scientific thinking, problem-solving, communicating and conclusions</td>
<td>30%</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**HSC Course Outcomes**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking</td>
</tr>
<tr>
<td>2</td>
<td>Analyzes the ways in which models, theories and laws in biology have been tested and validated</td>
</tr>
<tr>
<td>3</td>
<td>Assesses the impact of particular advances in biology on the development of technologies</td>
</tr>
<tr>
<td>4</td>
<td>Assesses the impacts of applications of biology on society and the environment</td>
</tr>
<tr>
<td>5</td>
<td>Identifies possible future directions of biological research</td>
</tr>
<tr>
<td>6</td>
<td>Explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism</td>
</tr>
<tr>
<td>7</td>
<td>Analyzes the impact of natural and human processes on biodiversity</td>
</tr>
<tr>
<td>8</td>
<td>Evaluates the impact of human activity on the interactions of organisms and their environment</td>
</tr>
<tr>
<td>9</td>
<td>Describes the mechanisms of inheritance in molecular terms</td>
</tr>
<tr>
<td>10</td>
<td>Describes the mechanisms of evolution and assesses the impact of human activity on evolution</td>
</tr>
<tr>
<td>11</td>
<td>Justifies the appropriateness of a particular investigation plan</td>
</tr>
<tr>
<td>12</td>
<td>Evaluates ways in which accuracy and reliability could be improved in investigations</td>
</tr>
<tr>
<td>13</td>
<td>Uses terminology and reporting styles appropriately and successfully to communicate information and understanding</td>
</tr>
<tr>
<td>14</td>
<td>Assesses the validity of conclusions from gathered data and information</td>
</tr>
<tr>
<td>15</td>
<td>Explains why an investigation is best undertaken individually or by a team</td>
</tr>
<tr>
<td>16</td>
<td>Justifies positive values about and attitudes towards both the living and nonliving components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science</td>
</tr>
</tbody>
</table>
Assessment Approach and Requirements

By giving the students a range of assessment components, they will be exposed to a variety of tasks to achieve the outcomes. Case Studies are an important component of HSC Business Studies and so the stimulus material is based around a case study review.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 10</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 8</td>
<td>Term 3 Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Business Report 1 Operations</td>
<td>Half Yearly Examination</td>
<td>Business Case Study</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, 6, 9</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Stimulus Based</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Research</td>
<td>20%</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Communication</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Critically analyses the role of business in Australia and globally
2. Evaluates management strategies in response to changes in internal and external influences
3. Discusses the social and ethical responsibilities of management
4. Analyses business functions and processes in large and global businesses
5. Explains management strategies and their impact on businesses
6. Evaluates the effectiveness of management in the performance of businesses
7. Plans and conducts investigations into contemporary business issues
8. Organises and evaluates information for actual and hypothetical business situations
9. Communicates business information, issues and concepts in appropriate formats
10. Applies mathematical concepts appropriately in business situations
ENGLISH ADVANCED

Assessment Approach and Requirements

Assessment Tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and critical literacy analysis of each module as well as their developing competency in analytical, critical and creative composing. 70% of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These Tasks are structured to incorporate the specified components and weightings set out below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 2</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 1</td>
<td>Term 2 Week 8</td>
<td>Term 3 Weeks 2/3</td>
<td>Term 3 Week 5</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Folio</td>
<td>Half Yearly Examination: Written and Listening</td>
<td>Representation</td>
<td>Reading and Listening response</td>
<td>Trial HSC Examination</td>
<td>Speech and Viva voce</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>1, 2, 2A, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>1, 2, 2A, 3, 4, 5, 6, 7, 8, 9, 11, 12, 12A, 13</td>
<td>1, 2, 2A, 4, 5, 6, 8, 9, 11, 12, 12A, 13</td>
<td>2A, 3, 4, 6, 10, 12A</td>
<td>1, 2, 2A, 3, 4, 5, 6, 7, 8, 10, 11, 12A</td>
<td>2A, 2A, 7, 8, 9, 11, 12, 13</td>
</tr>
</tbody>
</table>

Language modes

| Writing | 30% | 5     | 5     | 20    |
| Reading | 25% | 5     | 5     | 10    | 5 |
| Speaking| 15% | 10    |       |       |
| Listening| 15% | 5     |       |       |
| Viewing/Representing | 15% | 5     |       |

Marks

| Area of Study | 100 | 15 | 15 | 15 | 15 | 25 | 15 |
| Module A      | 40% | 15 | 15 | 10 |    |
| Module B      | 20% | 15 | 15 | 5  |    |
| Module C      | 20% | 15 | 5  | 15 |    |

Marks

| 100 | 15 | 15 | 15 | 15 | 25 | 15 |

HSC Course Outcomes

1. Explains and evaluates the effects of different contexts of responders and composers on texts.
2. Explains relationships among texts.
2A. Recognises different ways in which particular texts are valued.
3. Develops language relevant to the study of English.
4. Explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. Explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. Engages with the details of text in order to respond critically and personally.
7. Adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. Articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. Evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. Analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. Draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. Reflects on own processes of responding and composing.
12A. Explains and evaluates different ways of responding to and composing text.
**Assessment Approach and Requirements**

Assessment Tasks in this course allow students to demonstrate their level of proficiency in the literary knowledge and analysis of each module as well as their developing competency in analytical and creative composing. 70% of assessment is non-examination style, including viva voce, listening, research and presentations utilising information technology. These tasks are structured to incorporate the specified components and weightings set out below.

**Assessment Schedule**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1 Week 4</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 2</td>
<td>Term 2 Week 8</td>
<td>Term 3 Weeks 2/3</td>
<td>Term 3 Week 5</td>
</tr>
</tbody>
</table>

- **Type of Task**
  - Folio
  - Half Yearly Examination: Written Responses and Viva Voce
  - Reading/Listening, VR
  - Trial HSC Examination
  - Reading, Speaking

- **Outcomes Assessed**
  - 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13
  - 1, 2, 3, 4, 5, 6, 8, 10, 11
  - 4, 5, 6, 10, 12, 13
  - 1, 3, 4, 6, 10
  - 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13

- **Language Modes**
  - Writing: 30%
  - Reading: 25%
  - Speaking: 15%
  - Listening: 15%
  - Viewing/Representing: 15%

- **Marks**
  - Writing: 5
  - Reading: 5
  - Speaking: 10
  - Listening: 5
  - Viewing/Representing: 5

<table>
<thead>
<tr>
<th>Syllabus components</th>
<th>Area of Study</th>
<th>Module A</th>
<th>Module B</th>
<th>Module C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

- **Marks**
  - Area of Study: 15%
  - Module A: 15%
  - Module B: 15%
  - Module C: 15%

<table>
<thead>
<tr>
<th>HSC Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates understanding of how relationships between composer, responder, text and context shape meaning</td>
</tr>
<tr>
<td>2. Demonstrates understanding of the relationships among texts</td>
</tr>
<tr>
<td>3. Develops language relevant to the study of English</td>
</tr>
<tr>
<td>4. Describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses</td>
</tr>
<tr>
<td>5. Analyses the effect of technology and medium on meaning</td>
</tr>
<tr>
<td>6. Engages with the details of text in order to respond critically and personally</td>
</tr>
<tr>
<td>7. Adapts and syntheses a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts</td>
</tr>
<tr>
<td>8. Articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives</td>
</tr>
<tr>
<td>9. Assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas</td>
</tr>
<tr>
<td>10. Analyses and syntheses information and ideas into sustained and logical argument for a range of purposes, audiences and contexts</td>
</tr>
<tr>
<td>11. Draws upon the imagination to transform experience and ideas into text, demonstrating control of language</td>
</tr>
<tr>
<td>12. Reflects on own processes of responding and composing</td>
</tr>
<tr>
<td>13. Reflects on own processes of learning</td>
</tr>
</tbody>
</table>
ENGLISH EXTENSION I

Assessment Approach and Requirements
Throughout the HSC Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Assessment occurs in each of the learning experiences of complex analysis, sustained composition and independent investigation.

Please note this is a 1 unit course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9</td>
<td>Week 8</td>
<td>Week 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Writing Portfolio</td>
<td>Tutorial Presentation</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td>1, 2, 3</td>
<td>1, 2, 4</td>
<td>1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of complex texts and of how and why they are valued</td>
<td>50%</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustained composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent investigation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>20</td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Understands how and why texts are valued in and appropriated into a range of contexts
2. Develops skills in independent investigations, involving particular texts and their manifestations in various forms, and within particular cultural contexts
3. Develops skills in extended composition in a range of modes and media for different audiences and purposes
ENGLISH EXTENSION 2

Assessment Approach and Requirements

There is no external examination for this course. The final mark is based on the submission of a Major Project and an accompanying Reflection Statement. All assessments for this course are related to the development of the Major Project and the concurrent development of skills in independent investigation and sustained composition.

Students should consult the Board of Studies Extension 2 requirements for parameters for specific Major Project choices.

Please note this is a 1 unit course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3</td>
<td>Week 1</td>
<td>Week 9</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Viva Voce</td>
<td>Report</td>
<td>Draft version of Major Work</td>
</tr>
<tr>
<td>Objective 1</td>
<td></td>
<td>50%</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Skills in extension investigation</td>
<td></td>
<td></td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Objective 2</td>
<td></td>
<td>50%</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Skills in sustained composition</td>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td></td>
<td>100%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

| 1 | Develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation |
| 2 | Reflects on and documents own process of composition |
GENERAL MATHEMATICS

Assessment Approach and Requirements

The internal assessment mark for this course is based on tests and examinations. Up to 30% of the internal assessment may be based on the Preliminary Course.

Topics studied include:

- Financial Mathematics
- Data Analysis
- Measurement
- Trigonometry and Spherical Geometry
- Probability
- Algebra and Algebraic Modelling

HSC course assessment will be based on the four Tasks below.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 10</td>
<td>Week 10</td>
<td>Week 8</td>
<td>Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Written Test</td>
<td>Half Yearly Examination</td>
<td>Written Test</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Preliminary and 1, 2, 3, 8, 9, 10</td>
<td>Preliminary and 1, 2, 3, 6, 7, 8, 9, 10</td>
<td>Preliminary and 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concepts, Skills and Techniques</td>
<td>50%</td>
<td>5</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reasoning and communications</td>
<td>50%</td>
<td>5</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts
2. Analyses representations of data in order to make inferences, predictions and conclusions
3. Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions
4. Analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles
5. Interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units
6. Makes informed decisions about financial situations, including annuities and loan repayments
7. Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data
8. Solves problems involving counting techniques, multistage events and expectation
9. Chooses and uses appropriate technology to locate and organise information from a range of contexts
10. Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response
11. Appreciates the importance of mathematics in everyday life and its usefulness in contributing to society
MATHEMATICS

Assessment Approach and Requirements

Topics studied include:

- Further Application of Preliminary Topics
- Differential Calculus
- The Quadratic Function
- Locus and the Parabola
- Geometrical Applications of Calculus
- Integration
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Applications of Calculus to the Physical World
- Series and Sequences, Probability

HSC course assessment will be based on the four tasks below. A maximum of 20% of the content assessed may be taken from the Preliminary Course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 10</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 6</td>
<td>Term 3 Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Test</td>
<td>Half Yearly Examination</td>
<td>Test</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>P6 – P8 H1, H2, H6, H7</td>
<td>P6 – P8 H1 – H9</td>
<td>H1 – H9</td>
<td>P3 – P8 H1 – H9</td>
<td></td>
</tr>
<tr>
<td>Concepts, skills and techniques</td>
<td>50%</td>
<td>5</td>
<td>15</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>50%</td>
<td>5</td>
<td>15</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

3 Performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
4 Chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
5 Understands the concept of a function and the relationship between a function and its graph
6 Relates the derivative of a function to the slope of its graph
7 Determines the derivative of a function through routine application of the rules of differentiation
8 Understands and uses the language and notation of calculus

HSC Course Outcomes

1 Seeks to apply mathematical techniques to problems in a wide range of practical contexts
2 Constructs arguments to prove and justify results
3 Manipulates algebraic expressions involving logarithmic and exponential functions
4 Expresses practical problems in mathematical terms based on simple given models
5 Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
6 Uses the derivative to determine the features of the graph of a function
7 Uses the features of a graph to deduce information about the derivative
8 Uses techniques of integration to calculate areas and volumes
9 Communicates using mathematical language, notation, diagrams and graphs
MATHEMATICS EXTENSION 1

Assessment Approach and Requirements

Topics studied include:
- Further Applications of Preliminary Topics
- Polynomials – Estimation of Roots
- Parametric Equations
- Binomial Theorem and Probability
- Advanced Curve Sketching
- Integration by Substitution
- Further Applications of Calculus to the Physical World
- Further Trigonometric Functions
- Inverse Functions
- Harder Applications of 2-Unit Course

HSC course assessment will be based on the four tasks below.

Please note this is a 1 unit course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 10</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 5</td>
<td>Term 3 Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Test</td>
<td>Half Yearly Examination</td>
<td>Test</td>
<td>Trial HSC Examination</td>
</tr>
</tbody>
</table>

Concepts, Skills and Techniques 50% 5 15 10 20
Reasoning and Communication 50% 5 15 10 20

Total 100% 10% 30% 20% 40%

Preliminary Course Outcomes

PE3 Solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4 Uses the parametric representation together with differentiation to identify geometric properties of parabolas
PE5 Determines derivatives which require the application of more than one rule of differentiation
PE6 Makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations

HSC Course Outcomes

HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics
HE2 Uses inductive reasoning in the construction of proofs
HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay
HE4 Uses the relationship between functions, inverse functions and their derivatives
HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
HE6 Determines integrals by reduction to a standard form through a given substitution
HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form
Assessment Approach and Requirements

Topics studied include:

- Complex numbers
- Graphing
- Conics
- Polynomials
- Integration
- Volumes
- Mechanics
- Harder applications of 3-Unit Course

HSC course assessment will be based on the four tasks below.

Please note this is a 1 unit course.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 8 &amp; 11</td>
<td>Term 2 Week 4</td>
<td>Term 3 Weeks 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Written Test</td>
<td>Hand in Assignment &amp; Presentation</td>
<td>Written Test</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
</tbody>
</table>

Concepts, Skills and Techniques: 50% 10 10 10 20

Reasoning and Communication: 50% 20 10 20 20

Total: 100% 10% 30% 20% 40%

HSC Course Outcomes

E1 Appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems

E2 Chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings

E3 Uses the relationship between algebraic and geometric representations of complex numbers and of conic sections

E4 Uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials

E5 Uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion

E6 Combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions

E7 Uses the techniques of slicing and cylindrical shells to determine volumes

E8 Applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems

E9 Communicates abstract ideas and relationships using appropriate notation and logical argument
MODERN HISTORY

Assessment Approach and Requirements
Students will demonstrate knowledge and understanding of the course content through inquiry and research tasks. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 8</td>
<td>Term 1 Week 6</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 2/3</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Source Analysis</td>
<td>Research Essay</td>
<td>Half Yearly Examination</td>
<td>In-class Research Essay</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Communication of Historical understanding</td>
<td>20%</td>
<td>5% Core Study WWI</td>
<td>5% National Study</td>
<td>5% Core Study WWI &amp; National Study</td>
<td>5% Personality Study</td>
<td></td>
</tr>
<tr>
<td>Historical inquiry &amp; Research</td>
<td>20%</td>
<td></td>
<td>10% National Study</td>
<td></td>
<td>10% Personality Study</td>
<td></td>
</tr>
<tr>
<td>Source Based skills</td>
<td>20%</td>
<td></td>
<td></td>
<td>5% Core Study WWI &amp; National Study</td>
<td>5% Core Study WWI</td>
<td></td>
</tr>
<tr>
<td>Knowledge &amp; understanding of content</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td>20% All covered topics</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1.1 Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies

1.2 Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies

2.1 Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century

3.1 Ask relevant historical questions

3.2 Locate, select and organise relevant information from different types of sources

3.3 Analyse and evaluate sources for their usefulness and reliability

3.4 Explain and evaluate differing perspectives and interpretations of the past

3.5 Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources

4.1 Use historical terms and concepts appropriately

4.2 Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms
Assessment Approach and Requirements

Throughout the HSC Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Assessment occurs in each of the learning experiences of Performance, Composition, Musicology and Aural.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 4</td>
<td>Term 2 Week 9</td>
<td>Term 3 Weeks 2/3 Trial HSC</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>2, 4, 5</td>
<td>5, 6, 7</td>
<td>3, 7, 8</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Performance (core)</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Topic 1 or 2 or 3 Performance 10 (Soiree Week 4)</td>
</tr>
<tr>
<td>Composition (core)</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Topic 3 Composition 10</td>
</tr>
<tr>
<td>Musicology (core)</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Topic 2 Viva Voce 10</td>
</tr>
<tr>
<td>Aural (core)</td>
<td>25%</td>
<td>Topic 1 Recorded Aural Analysis 10</td>
<td></td>
<td></td>
<td></td>
<td>Aural Exam Paper 15</td>
</tr>
<tr>
<td>Elective 1</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td>Topic 2 Elective Performance or Composition or Musicology 15</td>
<td>Topic 1 Elective Performance or Composition or Musicology 15</td>
</tr>
<tr>
<td>Elective 2</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>topic 3 Elective Performance or Composition or Musicology 15</td>
</tr>
<tr>
<td>Elective 3</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>topic 3 Elective Performance or Composition or Musicology 15</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>30%</td>
<td>40%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
2. Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
3. Improvises and composes music using the range of concepts familiar sound sources reflecting the cultural and historical contexts studied
4. Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
5. Critically evaluates and discusses performances and compositions
6. Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
7. Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
8. Identifies, recognises, experiments with and discusses the use and effects of technology in music
9. Performs as a means of self expressions and communication
10. Demonstrates a willingness to participate in performance, composition, musicology and aural activities
11. Demonstrates a willingness to accept and use constructive criticism
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Assessment Approach and Requirements
Throughout the HSC Course a variety of assessment techniques are used to assess understanding and level of skill achieved. Critical Inquiry and practical application are assessed through the research and design of a targeted program, examinations, a case study report and a class workshop presentation.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 7</td>
<td>Term 3 Weeks 2/3</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Analyse &amp; Designing a Training Program (Option 1)</td>
<td>Half Yearly Exam</td>
<td>Factors Affecting Performance Case Study Report</td>
<td>Trial HSC Exam</td>
<td>Sports Medicine Case Study</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes assessed</th>
<th>Term 4 Week 9</th>
<th>Term 1 Week 10</th>
<th>Term 2 Week 7</th>
<th>Term 3 Weeks 2/3</th>
<th>Term 3 Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of</td>
<td>6, 7 – 10, 16, 17</td>
<td>Selection from 1–5, 7–8, 14–16</td>
<td>8, 10, 11, 17</td>
<td>Selection from 1–5, 7–11, 14–17</td>
<td>8, 13</td>
</tr>
<tr>
<td>- Factors that affect health</td>
<td>40%</td>
<td>10</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>- The way the body moves</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Influencing personal and community health</td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>- Taking action to improve participation and performance in physical activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>20%</td>
<td>15%</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Describes the nature and justifies the choice of Australia’s health priorities
2. Analyses and explains the health status of Australians in terms of current trends and groups most at risk
3. Analyses the determinants of health and health inequities
4. Argues the case for health promotion based on the Ottawa Charter
5. Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
6. Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
7. Explains the relationship between physiology and movement potential
8. Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
9. Explains how movement skill is acquired and appraised
10. Designs and implements training plans to improve performance
11. Designs psychological strategies and nutritional plans in response to individual performance needs
12. Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
13. Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
14. Argues the benefits of health-promoting actions and choices that promote social justice
15. Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
16. Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
17. Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
Assessment Approach and Requirements

Assessment in Visual Arts is an ongoing evaluation of a student’s ability to investigate art making as a practice, as well as art criticism and art history, and engaging in the outcomes provided form the syllabus.

Assessment Schedule

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 4 Week 7</td>
<td>Term 1 Week 1</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 7</td>
<td>Term 3 Weeks 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term 4 Week 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Task</th>
<th>Evaluation of VAPD and Artwork</th>
<th>Short answer question responses</th>
<th>Half Yearly Examination and evaluation of conceptual and material aspects of Body of Work</th>
<th>Essay</th>
<th>Evaluation of conceptual and material aspects of the Body of Work and Trial HSC Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes Assessed</td>
<td>1, 3, 4, 6</td>
<td>7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 7, 8, 9</td>
<td>8, 10</td>
<td>5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Art making</td>
<td>50%</td>
<td>10</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Art criticism / art history</td>
<td>50%</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
2. Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
3. Demonstrates an understanding of the frames when working independently in the making of art
4. Selects and develops subject matter and forms in particular ways as representations in art-making
5. Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
6. Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
7. Applies their understanding of practice in art criticism and art history
8. Applies their understanding of the relationships among the artist, artwork, world and audience
9. Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
10. Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts
**GLOSSARY**

**Glossary of Key Assessment words as defined by the NSW Board of Studies**

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

Secondary School Student: Illness/Misadventure Form

Students are to use this form when they have been unable to submit an assessment task by the due date and have legitimate reasons to support their late submission.

1. Students must submit this signed form to the relevant teacher upon return to school for approval
2. Once approval is granted the student must acknowledge the revised due date in their student diary
3. Students will be expected to complete/submit their task by the revised date
4. If the revised date is missed the standard consequences will apply for a late task
For a detailed overview please consult the ‘Assessment Guideline section’ in the student dairy.

STUDENT SECTION Please fill out all details ``

<table>
<thead>
<tr>
<th>Student name:</th>
<th>Teacher:</th>
<th>Today’s date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject name:</td>
<td>Task name:</td>
<td>Original due date:</td>
</tr>
</tbody>
</table>

Reason for late submission or requested extension (Stage 6 - please supply a medical certificate if illness is relevant)

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

This is a true and valid account

....................................................... Student signature ....................................................... Parent/guardian signature

TEACHER SECTION Please fill out all details and enter this on Edumate

Approved □ Declined □ (if declined please discuss with the relevant Stage Coordinator and the student)

....................................................... Teacher signature ....................................................... Stage Coordinator signature (only required for Stage 6 students)

Once approved please instruct the student to fill out the following box, cut it out and stick in their student diary on the relevant revised date.

Teacher……………………………………. Subject………………………………..

Task Name…………………………………………………………………………..

Secondary School Student: Illness/Misadventure Form
# SECONDARY YEARS ASSESSMENT TASK COVER SHEET

**To be completed by student**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Assignment Title:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

**To be completed by student**

Student Statement of Submission

I declare that:

- the assignment I am submitting for assessment is entirely my own original work.
- I have not copied or plagiarised any other person’s work.
- I have not submitted this assignment previously.
- no other person has previously submitted this assignment.
- where I have used material that is not my original work, I have reference to this in my bibliography
- I have made, and have kept, a copy of this original assignment.
- there are .......... pages attached to this cover sheet.

Student Signature: ........................................ Date: ........................................

**To be completed by Office Staff**

Date Submitted: ........................................ Time Submitted: ........................................

I have checked the assignment and it contains .... pages of information.

Office Signature: ........................................

---

**STUDENT RECEIPT – student to complete**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Subject:</td>
</tr>
<tr>
<td>Assignment Title:</td>
<td>Due Date:</td>
</tr>
</tbody>
</table>

**To be completed by Office Staff**

Date Submitted: ......................... Time Submitted: .........................

No. Pages: ........................................ Office Signature: ........................................

The student named must keep this original receipt. In the event of a dispute regarding submission this receipt is evidence that the stated assignment has been submitted.
Prior to any change of subject, this form must be completed and returned to the Head of Curriculum and Pedagogy. Parents or guardians must also authorise the change.

Student’s name______________________________ Year: Preliminary or HSC (Circle)

Date of request _____________________________

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Units</th>
<th>Keep</th>
<th>Drop</th>
<th>Enrol</th>
<th>Teacher approval</th>
<th>Reason for dropping or enrolment of subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

New Subject/s

Total amount of units with above changes: ________

Are you planning on receiving an ATAR? ________

Do you plan to study at university? _______________________________________________

What is your proposed career path? ________________________________________________

Parent/Guardian approval: ________________________ Date:__________________

Head of Curriculum and Pedagogy approval: __________ Date of final approval:__________

Office use only

HSY

Admin

- Units checked
- Eligible for ATAR
- Notify relevant staff

- Update Edumate
- Print & distribute new student timetable
- Update BOS
I acknowledge receipt of the booklet:

NORWEST CHRISTIAN COLLEGE

Stage 6 – Higher School Certificate Assessment Handbook

AND I understand that I am required to be familiar with this booklet

STUDENT’S NAME: .................................................................................................................................

Signed: ..................................................................................................................................................

Parent/Guardian  .................................................................................................................................

Student  ...................................................................................................................................................

Date: ..................................................................................................................................................

Date: ..................................................................................................................................................

Please return this page to Student Services.

This page will be filed in individual Student Records as a legal document which verifies the receipt of the booklet.