## Contents

Assessment at Norwest .................................................................................................................. 2
NSW BOSTES Advice on Assessment in Stage 6 ........................................................................ 2
Norwest Assessment Procedures .................................................................................................. 4
Submission of Tasks ...................................................................................................................... 5
Assessment Appeals ..................................................................................................................... 7
HSC Assessment Reviews ............................................................................................................ 7
The Australian Tertiary Admissions Rank .................................................................................... 8
HSC Text Requirements ............................................................................................................... 9
Biology .......................................................................................................................................... 10
Business Studies .......................................................................................................................... 11
English Advanced ....................................................................................................................... 12
English Standard .......................................................................................................................... 13
English Extension 1 ..................................................................................................................... 14
English Extension 2 ..................................................................................................................... 15
General Mathematics 2 ............................................................................................................... 16
Mathematics ................................................................................................................................... 17
Mathematics Extension 1 ............................................................................................................. 18
Mathematics Extension 2 ............................................................................................................. 19
Modern History ............................................................................................................................ 20
Music 1 .......................................................................................................................................... 21
Personal Development, Health and Physical Education .............................................................. 22
Visual Arts .................................................................................................................................... 23
Glossary ......................................................................................................................................... 24
Stage 6 Illness/Misadventure Form ............................................................................................... 25
Stage 6 Extension Form ................................................................................................................ 26
Stage 6 Permitted Absence Form ................................................................................................. 27
Assessment Task Cover Sheet ...................................................................................................... 28
Stage 6 Change of Subject Request ............................................................................................. 29
Receipt of booklet ......................................................................................................................... 30
Assessment at Norwest

The College has high expectations of all its students and strongly encourages every student to apply their best effort to all learning tasks, including assessment. At Norwest, assessments are designed and managed to enable students to both maximise their potential learning and demonstrate the knowledge, understanding, and skills they have achieved.

Students are encouraged to take responsibility for their own learning, monitoring their own progress, and using a range of strategies to achieve their learning goals.

This Assessment Handbook provides students and parents with the details of the planned assessment of learning for each course throughout the academic year. You will find details of the outcomes for each course, the core components of each course and the planned assessments of learning throughout the year with their specific weightings.

To assist students and parents to monitor and plan, Stage Semester Assessment Calendars are published on the Secondary Students Tile located on the NWCC Student page of the website (www.norwest.nsw.edu.au) and by clicking on the student profile in Edumate.

The College’s Assessment Policy is available to parents and students on the College website (www.norwest.nsw.edu.au) by clicking on the NWCC Parents Page and then the College Policies tile.

Each course at Norwest operates under the Board of Studies, Teaching and Educational Standards (BOSTES) requirements and all aspects of planning, programming, assessing, and reporting are monitored by the Coordinator for that KLA (Key Learning Area) and by the Director of Learning Innovation (DLI). Parents and students should direct any enquiries about the structure of the following assessment schedules to these staff members.

NSW BOSTES Advice on Assessment in Stage 6

Norwest’s Assessment Policies complies with the BOSTES requirements as outlined in the BOSTES Assessment Certification and Examination web page (http://ace.bos.nsw.edu.au).

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.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student’s achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by BOSTES 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 BOSTES’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.

BOSTES 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 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 BOSTES's Assessment Resource Centre website.

The Higher School Certificate

BOSTES 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 2016 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 BOSTES. This is BOSTES's directive.

For BOSTES 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 BOSTES for inclusion in the HSC. The mark is not moderated, nor is it used in any calculation of the ATAR.

Satisfactory Completion of a course and N Determinations

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by BOSTES
- 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

Student access to BOSTES information

All students can access all general syllabus and examination information via the BOSTES website (www.boardofstudies.nsw.edu.au). Personal information can be found at studentonline.bos.nsw.edu.au using the pin number issued at the end of Stage 5.
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 (HSY), Director of Learning Innovation (DLI) and Stage 6 Coordinator) if there are any issues likely to impact a student's ability to complete the course satisfactorily.

Notification and Timing

Students are issued with a booklet and assessment calendar summarising the assessment requirements at the beginning of the Preliminary and HSC Course. Both the booklet and calendar are available on the College website. 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. Assessments which are part of examination periods will be notified by exam timetables and teacher devised revision sheets.

Students should acknowledge receipt and understanding of the task by signing the teachers' list of students.

Where a teacher feels that through exceptional circumstances (eg prolonged unexpected absence of the teacher) the class is unprepared for an assessment task a request to extend must be made to the DLI. The Head of Secondary Years (HSY) and Stage 6 Coordinator will be consulted before changes are agreed upon to ensure equity for the whole grade. Changes to dates will be clearly communicated to parents and students as soon as this change is approved.

Types of tasks

- In-class tasks – will require students to prepare for the task both at home and in the previous lessons and it will be completed in the course of a normal lesson. These may include – tests, writing tasks, practicals, performances, speeches or presentations.
- Hand-in tasks – will require students to complete a task by a due date and submit it to their teacher. Generally some work on these tasks will also be completed at school and drafts may be required to be submitted. These may include – research assignments, personal design/representation tasks.
- Some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and assessed individually.

Preparation

As we consider assessment to be for and as learning as well as of learning, teachers will endeavour to assist students to prepare adequately and meet deadlines by professional management of the assessment cycle, including timely notification, scaffolding tasks where appropriate, mandating drafts, and giving timely feedback.

Importance of feedback

- Feedback is essential for effective student learning;
- Students are encouraged to submit draft assessments for feedback prior to the completion of the final task. Teachers are expected to provide feedback where drafts are submitted no later than four school days prior to the task due date. Teachers may accept assignments after this date at their own discretion;
- Teachers are not to rewrite students' work or to correct to perfection – but simply to give constructive, timely feedback;
- The timely return of drafts is important however, teachers should make their own parameters around submission and feedback on drafts clear to their students. It is not the College's expectation that teachers are always available online;
- Teachers will allocate sufficient time in lessons to return tasks and provide whole-class feedback, as well as opportunities for students to discuss their achievement with the teacher;
- Students should seek timely feedback on their work as soon as possible after task completion or submission to assist them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work.
Submission of Tasks

Submission and Security
Stage 6 Tasks are to be submitted to the LRC by 8.40am on the due date unless otherwise specified on the notification. Students will be issued with a dated receipt.

Where a task is an in-class task, students' names will be checked. The expectation – no matter what the type of task – is that all students in the course will be ready on the due date.

Electronic Provisions
Where a teacher has requested electronic submission, the College’s electronic submission procedures must be followed.

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.

Malpractice
All Stage 6 students have completed the BOSTES mandated ‘All My Own Work’ course and will therefore be assumed to understand the seriousness and consequences of malpractice. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others or leads to an unfair appraisal of their achievement. Malpractice during tests or examinations is:

- Breaching test/examination rules.
- Acquiring unauthorised copies of the test before the test time/date.
- Copying the work of others.
- Taking unauthorised material into the test and/or using it during the test.
- Assisting another student to engage in malpractice is also a form of malpractice.
- Plagiarism is another form of malpractice

Plagiarism
Plagiarism can be identified as:

- Copying, buying, downloading, stealing or borrowing 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 acknowledging the source.
- Paying someone with money or in kind to write or prepare material that is associated with a task, such as process diaries, logs and journal.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Consequences of Malpractice
In all cases of suspected malpractice confidentiality will be maintained and the principles of procedural fairness will be observed at all times:

If a student is found have committed malpractice of any type they may receive a “0” for their assessment tasks and be awarded an afterschool service. This decision will be made by the supervising teacher in consultation with the Assessment Review Panel (which consists of Director of Innovation, Head of Secondary Years and Stage 6 Coordinator).

The College is obliged to record any instances of malpractice in an HSC course on the BOSTES Malpractice Register.

Extensions or Permitted Late Submission of a Task
The late submission or completion of assessment tasks is a serious issue, as without legitimate cause it impacts the fair and equitable administration of the task.

- If a student knows beforehand that they will be absent, the College should be contacted by the parent and the teacher and Stage Coordinator informed. It is best to arrange for the student to sit or submit the task early;
- Extension requests for the submission of assessment tasks must be made to the teacher using the Extension Request form as soon as practicable (generally more than 48 hours) and will only be granted, in consultation with the DLI, in exceptional circumstances. These requests must be made prior to the due date of the administration of the task;
- Parents should submit the appropriate form to the teacher. Teachers note receipt of the form and new time on Edumate and forward to DLI for approval and storage;
- If a student becomes ill during an in-class assessment the DLI will decide whether an estimate or a substitute task will be given.
Special Permission for individual study day absence

Absence the day before a task should be discouraged as it may give a student an unfair advantage. Students who are absent the day before an assessment task must provide a Doctors certificate. Generally students will be discouraged from missing Focused subject classes.

In Stage 6 students who feel they need to take the day off before a task will complete the Permitted Absence form and submit to the DLI. If no request is received, students who are absent on the day before a task may have 25% of their mark deducted.

In Term 3, HSC students who have practical task submission deadlines to meet, should use the Illness/Misadventure/Extension form and meet with the DLI to determine strategies to cope with the workload.

Late or Non-Submission of a Task due to Illness or Misadventure

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date by reason of illness or misadventure the following procedures should be followed, in consultation with the DLI as required:

- Illness/Misadventure form must be completed by parents and submitted to the teacher. Form must be approved/filed by DLI;
- A medical certificate will be required to verify any absence due to illness.
- Misadventure (events outside the control of students) will be approved at the discretion of the DLI;
- The teacher will record a note of the incident in Edumate noting the submission of the form and the revised date;
- The teacher will then administer the task and attempt to ensure that the student receives no advantage – where the teacher perceives that the student has received an advantage they must consult the DLI.

Follow up of Missed tasks

If a student has missed a task, for whatever reason, they are responsible, in partnership with their teacher, to ensure that they take the task at the first opportunity (usually on the day of their return).

- Late hand-in tasks should be submitted at the LRC – and will be date stamped;
- In-class, group or practical tasks will be managed by the teacher – but full cooperation is expected from the student;
- In examination periods, missed papers will be managed by the HSY with support from Learning Support staff and the LRC Manager.

Non-Submission without Illness/Misadventure or Revised Date Missed

In the event a hand-in task is not submitted by the due date or an in-class task is not completed on or before the due date but illness or misadventure is not proven, or in the event of a revised date being missed the following procedures will be followed:

- The teacher will inform the student and parent (email/phone) that their assessment task is late and will incur a penalty. (If a revised date has been missed the Stage Coordinator and DLI must also be informed);
- The teacher will record a note of the incident in Edumate, assign a revised date or task and inform the DLI;
- The teacher will mark the assessment task upon submission/completion;
- The student will be notified of their original mark and revised mark (see table below);

<table>
<thead>
<tr>
<th>Number of days late (includes weekends)</th>
<th>Percentage of original mark credited to the student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

- Apart from exceptional circumstances, students will be required to submit/complete all assessment tasks even if they will receive a revised mark of zero;

Total Non-Submission/Non-Completion of Task

In the event a task is not submitted or completed at all after the process outlined above (including Extensions and Illness/Misadventure provisions):

- Such students are at risk of a ‘N’ Determination (see below). The teacher will ensure the Stage 6 Coordinator, HSY and DLI are fully aware of the non-completion by the end of the same day
- The HSY or Stage 6 Coordinator will contact the parent and discuss the incident with parent/guardian and, with the DLI, interview the student, advising them of the problem to be corrected and alert them to the possible consequences of an ‘N’ determination;
- DLI will issue the parent/guardian with an ‘N’ Determination Warning letter (warnings are to be issued as soon as possible and as regularly as required);
- DLI will request from the parent/guardian and student written acknowledgement of the warning;
- If the first letter did not achieve its objective, DLI will issue a further warning letter; and retain copies of all relevant documentation on file.
- A mark of zero will apply for that task
N Determinations

- Students who have not complied with the course requirements and who have received at least two written warnings at the time of finalising grades may be regarded as not having satisfactorily completed the course and be formally assigned an ‘N’ determination by the Principal.
- This formal determination will not normally be made until the end of the course.
- An ‘N’ determination in one subject may mean a student does not complete all mandatory requirements and therefore may not be eligible to receive an HSC. They may receive a RoSA showing all grades awarded at the completion of the Preliminary course.

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 Assessment Review Panel (which consists of DLI, HSY and Stage 6 Coordinator) 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 BOSTES against the decision. The BOSTES 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, BOSTES 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 BOSTES 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 BOSTES. Such an appeal is to be forwarded through the College Principal. BOSTES 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 (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 2015, 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 BOSTES 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 BOSTES marks as recorded on the Higher School Certificate. The BOSTES 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.
HSC Text Requirements

Advanced English
- A Short History Of Nearly Everything
  Bill Bryson – Transworld Publishers 2004
- The Great Gatsby
  F Scott Fitzgerald Penguin 2000
- Hamlet
  William Shakespeare – Cambridge University Press
- Checkpoints HSC Advanced English 2016 (optional)
- The Crucible
  Arthur Miller – Penguin Classics
- HSC Discovery Creative Task Workbook
- Wag the Dog (1997) (optional)
  Anna McHugh – Macmillian Education
  Barry Levinson - Roadshow

Standard English
- HSC Discovery Creative Task Workbook
- Checkpoints HSC Standard English 2016 (optional)
- Billy Elliot (optional)
- The Merchant of Venice
  Anna McHugh – Macmillian Education
  Stephen Daldry – Universal Studies
  William Shakespeare – Cambridge University Press

English Extension 1
- Frankenstein
  Mary Shelley - Penguin

Biology
  Kate Mudie & Judith Brotherton – Pearson Education Australia

Business Studies

Mathematics – 2 Unit (not Extension 1 students)
- Maths in Focus Mathematics HSC Course, Revised
  Margaret Grove – Cengage Learning

Mathematics – Extension 1
- Maths in Focus Mathematics Extension 1 HSC Course, Revised
  Margaret Grove – Cengage Learning

Mathematics – Extension 2
- New Senior Mathematics, Extension 2, 2nd Edition
  Fitzpatrick, Aus and Curran – Pearson

Mathematics – General
- Cambridge HSC Mathematics General 2, 2nd Edition
  Gregory Powers – Cambridge University Press

Modern History
- Albert Speer 1905-1981
- Germany 1918-1939
- World War 1: From Sarajevo to Versailles, 2nd Edition
- Conflict in Europe 1935 – 1945

PDHPE
- PDHPE Outcomes 2 HSC Course 5th Edition & eBook Plus
  Ruskin, Proctor and Neeves – Jacaranda

Visual Arts
- HSC Exam Workbook
  BOSTES
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 8</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 5</td>
<td>Term 3 Weeks 2</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Practical Task</td>
<td>Half Yearly Examination</td>
<td>Open Ended Investigation</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Knowledge &amp; Understanding</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></td>
<td>Skills in planning and conducting first-hand investigations, communicating information and understanding based on these investigations</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Skills in scientific thinking, problem-solving, communicating and conclusions</td>
<td>30%</td>
<td>10</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. evaluates how major advances in scientific understanding and technology have changes the direction or nature of scientific thinking
2. analyses the ways in which models, theories and laws in biology have been tested and validated
3. assesses the impact of particular advances in biology on the development of technologies
4. assesses the impacts of applications of biology on society and the environment
5. identifies possible future directions of biological research
6. explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
7. analyses the impact of natural and human processes on biodiversity
8. evaluates the impact of human activity on the interactions of organisms and their environment
9. describes the mechanisms of inheritance in molecular terms
10. describes the mechanisms of evolution and assesses the impact of human activity on evolution
11. justifies the appropriateness of a particular investigation plan
12. evaluates ways in which accuracy and reliability could be improved in investigations
13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
14. assesses the validity of conclusions from gathered data and information
15. explains why an investigation is best undertaken individually or by a team
16. 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
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 9</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 9</td>
<td>Term 3 Weeks 2</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Research</td>
<td>Half Yearly Examination</td>
<td>Research</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>Knowledge &amp; Understanding</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, 6, 9, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6, 9, 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimulus</td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td></td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>20%</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>30%</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
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. The majority of assessment is non-examination style, including viva voce, listening, visual representations 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 4 Week 7</td>
<td>Term 1 Week 7</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 8</td>
<td>Term 3 Weeks 2</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Speech Presentation</td>
<td>Portfolio</td>
<td>Viva Voce (Half Yearly)</td>
<td>Critical Response / Listening</td>
<td>Trial HSC Examination Creative / Critical</td>
<td>Viewing / Representing</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td>2A, 5, 7, 9, 12A</td>
<td>1, 4, 5</td>
<td>2, 2A, 3, 6, 9, 12, 13</td>
<td>4, 6, 8, 10, 12A</td>
<td>1, 2, 4, 5, 7, 9, 11</td>
<td>1, 4, 6, 7, 9, 11, 12, 12A, 13</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15%</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viewing/Representing</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>30%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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
13. reflects on own processes of learning
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. The majority of assessment is non-examination style, including viva voce, listening, visual representations 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 4</td>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 7</td>
<td>Week 7</td>
<td>Week 9</td>
<td>Week 8</td>
<td>Week 2</td>
<td>Week 4</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Representation</td>
<td>Portfolio</td>
<td>Viva Voce</td>
<td>Representation</td>
<td>Trial HSC</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Digital)</td>
<td></td>
<td></td>
<td>(Writing)</td>
<td>Examination</td>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>7, 8, 10, 11, 13</td>
<td>1, 2, 4, 9, 11, 12</td>
<td>2, 4, 11, 12</td>
<td>1, 2, 3, 6, 7, 12</td>
<td>1, 2, 3, 4, 8, 10, 11, 13</td>
<td>4, 5, 8, 10, 13</td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Speaking</td>
<td>15%</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Viewing/Representing</td>
<td>15%</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

1. demonstrates understanding of how relationships between composer, responder, text and context shape meaning
2. demonstrates understanding of the relationships among texts
3. develops language relevant to the study of English
4. describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses
5. analyses the effect of technology and medium 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. assesses the appropriateness of a range of processes and technologies in 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
13. reflects on own processes of learning
**English Extension 1**

**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.

**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 Week 8</td>
<td>Term 2 Week 8</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td>Writing Portfolio</td>
<td>Tutorial Presentation</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes assessed</strong></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: Complex analysis, Sustained composition, Independent investigation</td>
<td>50%</td>
<td>20</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**HSC Course Outcomes**

1. distinguishes and evaluates the values expressed through texts.
2. explains different ways of valuing texts.
3. composes extended texts.
4. develops and delivers sophisticated presentations.
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 BOSTES Extension 2 requirements for parameters for specific Major Project choices.

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>Type of Task</td>
<td></td>
<td>Term 4 Week 9</td>
<td>Term 1 Week 5</td>
<td>Term 2 Week 10</td>
</tr>
<tr>
<td>Objective 1</td>
<td>50%</td>
<td>10</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Skills in extension independent investigation</td>
<td></td>
<td></td>
<td></td>
<td>Draft version of Major Work</td>
</tr>
<tr>
<td>Objective 2</td>
<td>50%</td>
<td>10</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Skills in sustained composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>20%</td>
<td>30%</td>
<td>50%</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.
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.

HSC 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 Week 8</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 7</td>
<td>Term 3 Weeks 3</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Reasoning and Communication</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Knowledge, Skills and Understanding</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

| MG2H-1 | uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts |
| MG2H-2 | analyses representations of data in order to make inferences, predictions and conclusions |
| MG2H-3 | makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions |
| MG2H-4 | analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles |
| MG2H-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 |
| MG2H-6 | makes informed decisions about financial situations, including annuities and loan repayments |
| MG2H-7 | answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data |
| MG2H-8 | solves problems involving counting techniques, multistage events and expectation |
| MG2H-9 | chooses and uses appropriate technology to locate and organise information from a range of contexts |
| MG2H-10 | uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response |
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 8</td>
<td>Term 1 Week 10</td>
<td>Term 2 Week 7</td>
<td>Term 3 Weeks 3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Trial HSC Examination</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td>P4, P6 – P8 H1, H2, H9</td>
<td>P4, P6 – P8 H1, H4 – H9</td>
<td>P4, P6-P8 H3, H5, H8</td>
<td>MGP-1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Reasoning and communication</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Knowledge, Skills and Understanding</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Preliminary Course Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities</td>
</tr>
<tr>
<td>4</td>
<td>chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques</td>
</tr>
<tr>
<td>5</td>
<td>understands the concept of a function and the relationship between a function and its graph</td>
</tr>
<tr>
<td>6</td>
<td>relates the derivative of a function to the slope of its graph</td>
</tr>
<tr>
<td>7</td>
<td>determines the derivative of a function through routine application of the rules of differentiation</td>
</tr>
<tr>
<td>8</td>
<td>understands and uses the language and notation of calculus</td>
</tr>
</tbody>
</table>

HSC Course Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>seeks to apply mathematical techniques to problems in a wide range of practical contexts</td>
</tr>
<tr>
<td>2</td>
<td>constructs arguments to prove and justify results</td>
</tr>
<tr>
<td>3</td>
<td>manipulates algebraic expressions involving logarithmic and exponential functions</td>
</tr>
<tr>
<td>4</td>
<td>expresses practical problems in mathematical terms based on simple given models</td>
</tr>
<tr>
<td>5</td>
<td>applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems</td>
</tr>
<tr>
<td>6</td>
<td>uses the derivative to determine the features of the graph of a function</td>
</tr>
<tr>
<td>7</td>
<td>uses the features of a graph to deduce information about the derivative</td>
</tr>
<tr>
<td>8</td>
<td>uses techniques of integration to calculate areas and volumes</td>
</tr>
<tr>
<td>9</td>
<td>communicates using mathematical language, notation, diagrams and graphs</td>
</tr>
</tbody>
</table>
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.

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 8</td>
<td>Week 10</td>
<td>Week 6</td>
<td>Weeks 3</td>
</tr>
<tr>
<td>Type of Task</td>
<td>Class Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasoning and Communication</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Knowledge, Skills and Understanding</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

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 |
# Mathematics Extension 2

## Assessment Approach and Requirements

Topics studied include:
- Complex Numbers
- Graphs
- Polynomials
- Integration
- Volumes
- Mechanics
- Harder 3 Unit Topics

## 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 7</td>
<td>Term 1 Week 7</td>
<td>Term 2 Week 3</td>
<td>Term 3 Weeks 2</td>
</tr>
<tr>
<td><strong>Type of Task</strong></td>
<td></td>
<td>Class Test</td>
<td>Half Yearly Examination</td>
<td>Class Test</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td><strong>Outcomes Assessed</strong></td>
<td></td>
<td>E1 – E3, E9</td>
<td>E1 – E4, E6, E8, E9</td>
<td>E1, E3, E4, E7</td>
<td>E1 – E9</td>
</tr>
<tr>
<td>Reasoning and Communication</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Knowledge, Skills and Understanding</td>
<td>50%</td>
<td>7.5</td>
<td>12.5</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

## 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 7</td>
<td>Term 1 Week 6</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 9</td>
<td>Term 3 Week 2</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>Outcomes assessed</td>
<td></td>
<td>1.1, 1.2, 3.2, 3.3, 3.4, 4.1, 4.2</td>
<td>1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2</td>
<td>1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2</td>
<td>1.1, 1.2, 2.1, 3.4, 4.1, 4.2</td>
<td>1.1, 1.2, 2.1, 3.3, 3.4, 4.1, 4.2</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>10% Core Study WWI</td>
<td></td>
<td>5% Core Study WWI &amp; National Study</td>
<td></td>
<td>5% Core Study WWI</td>
</tr>
<tr>
<td>Knowledge &amp; understanding of content</td>
<td>40%</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>20% All covered topics</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

Students will develop knowledge, understanding, and skills in the concepts of music through Performing, Composing, 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 7</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 4</td>
<td>Term 2 Week 9</td>
<td>Term 3 Weeks 2 and 4 Performance, Composition or Viva Voce and Trial HSC Examination</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Topic 1 Recorded Aural Analysis</td>
<td>Viva Voce</td>
<td>Composition</td>
<td>Performance Composition or Viva Voce</td>
<td></td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></td>
<td>2, 4, 5</td>
<td>5, 6, 7</td>
<td>3, 6, 7</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></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Composition (core)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Musicology (core)</td>
<td></td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Aural (core)</td>
<td></td>
<td>25%</td>
<td>10</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Elective 1</td>
<td></td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Elective 3</td>
<td></td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>30% 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 for 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
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4 Week 7</td>
<td>Term 1 Week 9</td>
<td>Term 2 Week 7</td>
<td>Term 3 Weeks 2</td>
</tr>
<tr>
<td>Type of Task</td>
<td></td>
<td>Analyse &amp; Designing a Training Program (Option 1)</td>
<td>Half Yearly Examination</td>
<td>Factors Affecting Performance Case Study Report</td>
<td>Trial HSC Examination</td>
</tr>
<tr>
<td>Outcomes assessed</td>
<td></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>
</tr>
<tr>
<td>Knowledge and understanding of factors that affect health and the way the body moves</td>
<td></td>
<td>40%</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Skills in influencing personal and community health, taking action to improve participation and performance in physical activity</td>
<td></td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Skills in critical thinking, research and analysis</td>
<td></td>
<td>30%</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>20%</td>
<td>20%</td>
<td>30%</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 from 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></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 1a: Week 6</td>
<td>Task 1b: Week 8</td>
<td>Task 3a: Week 9 (HY Exam)</td>
<td>Task 3b: Week 1 (BOW)</td>
<td>Task 5a: Week 2 (Trial HSC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 1</td>
<td>Term 1</td>
<td>Task 2</td>
<td>Task 3b: Week 1</td>
<td>Task 5b: Week 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 4</td>
<td>Week 4</td>
<td>Week 7</td>
<td>Week 7</td>
<td>Week 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Task</th>
<th>Outcomes Assessed</th>
<th>Artmaking</th>
<th>Art criticism / art history</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of VAPD and Artwork</td>
<td>1, 3, 4, 6</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Short answer question responses</td>
<td>7, 8, 9, 10</td>
<td></td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Half Yearly Examination and evaluation of conceptual and material aspects of Body of Work</td>
<td>1, 2, 3, 4, 5, 7, 8, 9</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Essay</td>
<td>8, 10</td>
<td>30%</td>
<td>10%</td>
<td>40%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HSC Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions</td>
</tr>
<tr>
<td>2. applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</td>
</tr>
<tr>
<td>3. demonstrates an understanding of the frames when working independently in the making of art</td>
</tr>
<tr>
<td>4. selects and develops subject matter and forms in particular ways as representations in art-making</td>
</tr>
<tr>
<td>5. demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</td>
</tr>
<tr>
<td>6. demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</td>
</tr>
<tr>
<td>7. applies their understanding of practice in art criticism and art history</td>
</tr>
<tr>
<td>8. applies their understanding of the relationships among the artist, artwork, world and audience</td>
</tr>
<tr>
<td>9. demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</td>
</tr>
<tr>
<td>10. constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</td>
</tr>
</tbody>
</table>
## Glossary of Key Assessment words as defined by the NSW BOSTES

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. 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>(analyse/evaluate)</td>
<td></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 College website (NWCC Parents>Letters, Notes, and Forms).
Stage 6
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 for approval as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

---

Student Section (Please fill out all details)

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Teacher: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today's Date: ___________________________</td>
<td>Task Name: __________________________</td>
</tr>
<tr>
<td>Task Name: _____________________________</td>
<td>Original due date: __________________</td>
</tr>
</tbody>
</table>

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

________________________________________

This is a true and valid account:

Student signature ___________________________ Date ___________________________

Parent/Guardian signature ___________________________ Date ___________________________

---

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐  Declined ☐  Revised due date: ___________________________

Teacher signature ___________________________ Date ___________________________

Director of Learning Innovation signature ___________________________ Date ___________________________

---

Student Receipt

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Teacher: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: _____________________________</td>
<td>Revised due date: __________________</td>
</tr>
<tr>
<td>Director of Learning Innovation signature: _________</td>
<td>Date: ___________________________</td>
</tr>
</tbody>
</table>
Stage 6
Extension Form

Students are to use this form when they will be 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 for approval at least 48 hours before the due date.
2. If approval is granted, the student must acknowledge the revised due date and note it in their records.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by 9:00am on the revised date.
5. If the revised date is missed the standard consequences will apply for a late task, ie N-Determination warning.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: ____________________________  Teacher: ____________________________

Today’s Date: ____________________________  Task Name: ____________________________

Task Name: ____________________________  Original due date: ____________________________

Reason for requested extension: __________________________________________________________

This is a true and valid account:

Student signature ____________________________  Date ____________________________

Parent/Guardian signature ____________________________  Date ____________________________

COLLEGE USE ONLY

Teacher Section (Complete all details and enter this on Edumate as a note then forward form to Director of Learning Innovation)

Approved ☐  Declined ☐  Revised due date: ____________________________

Teacher signature ____________________________  Date ____________________________

Director of Learning Innovation signature ____________________________  Date ____________________________

Student Receipt

Student Name: ____________________________  Teacher: ____________________________

Task: ____________________________  Revised due date: ____________________________

Director of Learning Innovation signature: ____________________________  Date ____________________________
Stage 6  
Permitted Absence Form

Students are to use this form when they intend to be absent from the College the day before an Assessment Task is due.

- Students must submit this signed form to the Director of Learning Innovation for approval at least 48 hours before the due date.

For a detailed overview please consult the ‘Assessment Guideline section’ in the student Assessment Handbook.

**Student Section** (Please fill out all details)

Student Name: ____________________________  
Teacher: ____________________________

Today's Date: ____________________________  
Task Name: ____________________________

Task Name: ____________________________  
Original due date: ____________________________

Reason for permitted absence request: ________________________________________________________________

______________________________________________________________________________________________

This is a true and valid account:

Student signature  
Date

Parent/Guardian signature  
Date

**Teacher Section** (Complete all details and enter this on Edumate as a note then forward form to H Director of Learning Innovation)

Approved ☐  Declined ☐  
Revised due date: ____________________________

Teacher signature  
Date

Director of Learning Innovation signature  
Date

**Student Receipt**

Student Name: ____________________________  
Teacher: ____________________________

Task: ____________________________  
Revised due date: ____________________________

Director of Learning Innovation signature: ________  
Date: ____________________________
Assessment Task
Cover Sheet

To be completed by teacher/student

Student Name:______________________________  Class:______________________________

Teacher:______________________________  Subject:______________________________

Assignment Title:______________________________  Due Date:______________________________

To be completed by student

Student Statement of Submission

I declare that:

• there are _________ pages attached to this cover sheet.
• 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.

Student Signature:_________________________________________  Date:______________________________

To be completed by student and signed LRC Manager

Date Submitted:______________________________  Time Submitted:______________________________

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

Signature:______________________________  Date:______________________________

Student receipt – to be completed by student

Student Name:______________________________  Class:______________________________

Teacher:______________________________  Subject:______________________________

Assignment Title:______________________________  Due Date:______________________________

To be completed by student and signed LRC Manager

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.
Stage 6
Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Director of Learning Innovation. 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 subject or enrolment in subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Subject/s

Total amount of units with above changes: __________

Do you plan to study at university? Yes / No

Are you planning on receiving an ATAR? Yes / No

What is your proposed career path?

_________________________________________  ___________________________________________  ___________________________________________

Parent/Guardian approval
Date

Director of Learning Innovation approval
Date

Office use only
DLI
☐ Units checked
☐ Eligible for ATAR
☐ Notify relevant staff – including Student Services

Admin
☐ Update Edumate
☐ Print & distribute new student timetable
☐ Update BOS
Receipt of booklet
HSC Assessment Handbook

I acknowledge receipt of the booklet:

Stage 6 – Higher School Certificate Assessment Handbook

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

Student's name: ____________________________________________________________

Signed: ___________________________________________ ____________________

Student

Signed: ___________________________________________ ____________________

Parent/Guardian

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.