



This information is for Higher School Certificate students at Alexandria Park Community School (APCS) and their parents/carers. We advise students to discuss this information with their parents/carers and to contact the school if they have any questions or concerns. This is an important document that students and parents/carers will need to refer to throughout the year.

2018 HSC ASSESSMENT BOOKLET

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Satisfactory completion of the HSC

Students must follow NESA course requirements and show they have:

1. followed the course;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

(HSC booklet page 12 and the online NESA [ACE manual](#))

To satisfactorily complete a Higher School Certificate course, students must follow NESA course requirements (see above) and:

- a. Have gained the Record of School Achievement (RoSA) or equivalent.
- b. Have attended **85%** of the available school days.
- c. Have completed **HSC: All My Own Work** on the NESA website.
- d. Complete all the requirements of the course (including VET work placement) such as class work, homework, examinations and assessment tasks.
- e. Make a **serious** attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
- f. Complete a pattern of study requirement to be found on page **14**.

Vocational Education and Training (VET) courses

- Students do not receive an assessment mark for VET courses.
- Students may elect to undertake the optional written HSC examination.
- Work placement is a mandatory HSC requirement of each VET course.
- For each course, a minimum number of 35 hours per year are required in the workplace.

APCS Policies and Procedures

The policies and procedures at APCS follow those detailed in your 2018 Higher School Certificate Rules and Procedures booklet (HSC booklet).

School based assessment tasks

- A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:
 - a. the type of task (e.g. in-class, submitted, performance, practical)
 - b. the timing of the task or the time and date due
 - c. the weighting of the task (e.g. 20%)
 - d. the outcomes being assessed and
 - e. the assessment criteria
 - f. instructions for submission.
- B. In school examinations, you must follow the same procedures as for the Higher School Certificate (pages 16-19 of HSC booklet).

Absence due to illness or misadventure

If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (page 12 of this booklet) and give to the Head Teacher for that subject.

Please note the following:

- i. **Illness or injury** – means you are too sick to attend school.
- ii. **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Extensions

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application** Form from the Deputy Principal or Head Teacher or **access it on the school's website**. This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

Appeals

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESA
- the weightings for tasks are not consistent with those specified by the published policy
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

Students may appeal to NESA if they consider the process of the review were not carried out properly (refer to the [ACE manual](#) on the NESA website).

Penalties for not completing tasks, non-serious attempts or late submission

If you fail to make a serious attempt at a formal assessment task or examination:

- a. you will be given a formal warning of a non-serious attempt
- b. be required to re-sit or re-submit the task and
- c. you may be awarded zero for the task.

Refer to the flow chart on page 10 which shows the process for an N determination

Honesty, integrity and malpractice

It is important you understand that honesty and integrity must be maintained and if you do not then you will be committing malpractice (pages 8-9 of the HSC booklet and the All My Own Work site). Plagiarism, a form of malpractice, means copying or using work that is not your own and it is cheating. A student guilty of malpractice will have their name **recorded on the NESA Register of Malpractice** for HSC assessment tasks and an official N-Warning letter will be issued (pages 8-10, 14 of HSC booklet).

Technology and Assessments

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by:**
 - a. completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course)
 - b. presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
 - c. submitting any saved work on a USB drive and
 - d. submitting any hard copies of drafts, rough notes, USB.

N Determination warning

If a student is not meeting the course requirements (1, 2 or 3 on p. 4 of this booklet) or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination).

A copy is also posted home, which outlines:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

The 'Warning Letter' process

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

- a. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer.

If the work is not completed and/or there is no improvement then:

- b. **Warning 2** – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

- c. **FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' Determination

If you fail to comply with NESA's requirements for the Higher School Certificate, you will receive an 'N' determination. This means that the course will not appear on the Record of Achievement and in some cases, this will mean that you will be ineligible for the award of the Higher School Certificate.

Further information

A copy of the *Assessment, Certification and Examination (ACE) Manual* is available on the NESA website (in the Manuals section). The URL is www.NESA.nsw.edu.au/manuals

Disability Provisions and Adjustments

Students with a disability (evidence-based) may be allowed a range of adjustments for tasks and examinations, including the HSC examination.

For more information please contact the school's learning and support coordinator and read the NESA guideline at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Expulsion from school

You need to be aware that unsatisfactory participation in learning and/or non-serious attempts to meet course objectives may result in expulsion from the school. If the Principal is considering this action:

- i. a warning letter will be issued
- ii. a course of improvement will be developed and
- iii. an interview with your parents/carers will occur.

HSC course completion criteria

You need to show evidence of:

1. following the course developed by NESA
2. applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school

- ✓ in each of your subjects
- ✓ the syllabus details
- ✓ the content or information of classwork
- ✓ completed all classwork and assessments

- ✓ diligence means hard work and applying yourself to all of your work all of the time
- ✓ sustained effort means keep working consistently
- ✓ set tasks = class work, activities and assessments
- ✓ experiences = excursions and all activities
- ✓ attending all classes

3. achieving the course outcomes.

ATTENDANCE of 85% or more

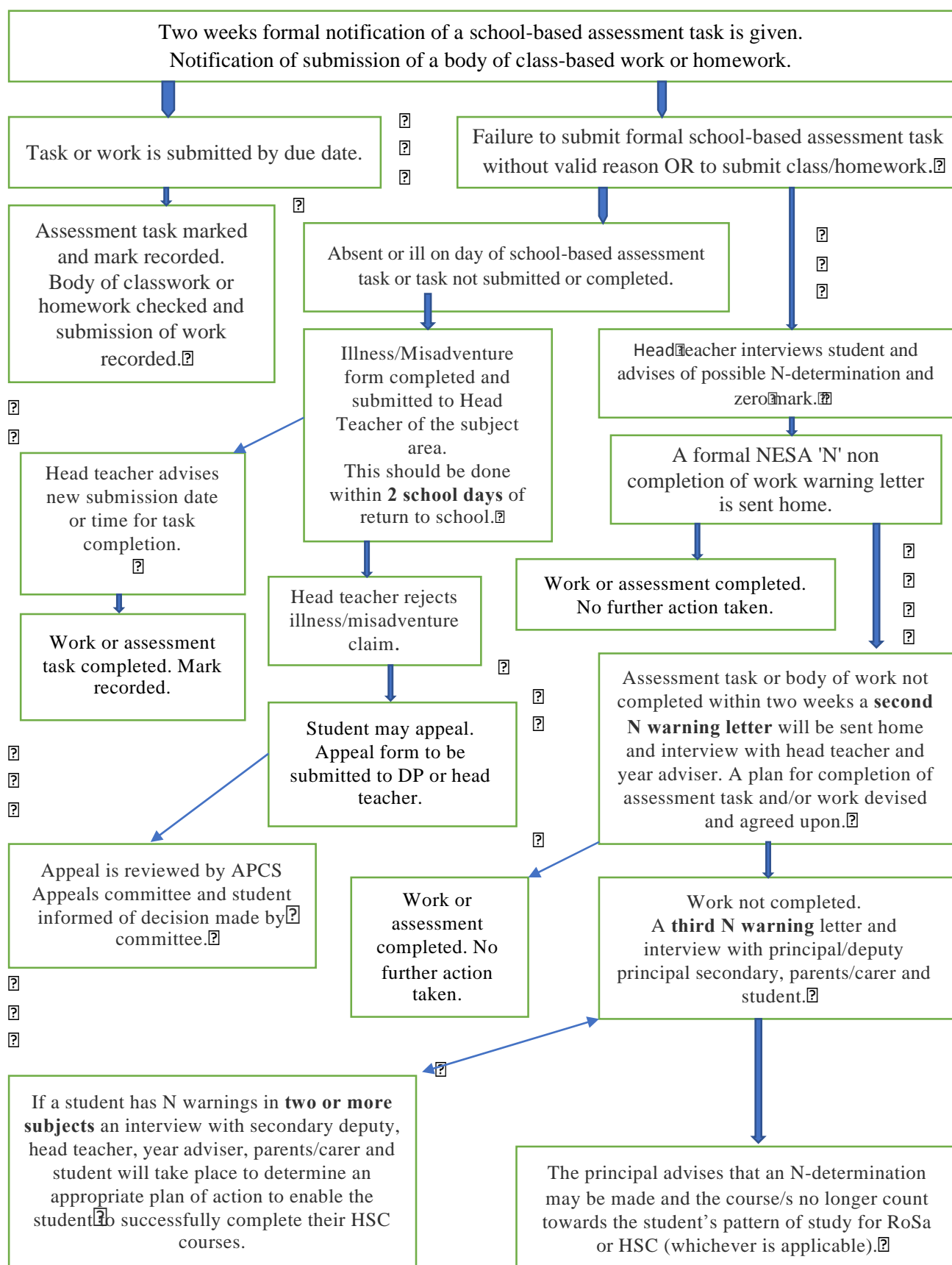
- ✓ following the teacher's guidance in what is required in the course
- ✓ succeed in completing classwork
- ✓ completing assessments, tests and examinations successfully
- ✓ work is handed in ON TIME!

- ✓ 85% or more attendance rate
- ✓ full day absences = expectation of a parent/carer note and/or doctor's certificate
- ✓ late to school = note from parent/carer with a valid reason

Do you meet these requirements?

(HSC booklet page 12 and the online NESA ACE manual)

Flow chart for N determination



Examination Rules and Expectations

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

Closer to your school-based examination you will be issued with these rules in writing, along with your examination timetable.

APCS rules include the following:

FULL SCHOOL UNIFORM IS REQUIRED TO BE WORN DURING ALL EXAMINATIONS, INCLUDING THE HSC.

Equipment List can be found at:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Note that you must use black pens.

You have been issued with a 2018 HSC Rules and Procedures Guide by NESA. Students online is a site you should become familiar with:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students/rules-and-procedures-guide-2018>



Alexandria Park Community School

Student Illness/Misadventure Application

Name: _____ Class: _____
Course: _____
Assessment Task: _____ Date of Task: _____

Reasons for Application:

- ☐ Absent from assessment task, or absent when an assessment task was due (due to illness or exceptional circumstance)
- ☐ Special consideration (due to illness/misadventure/exceptional circumstances leading up to an assessment task, or on the day of an assessment task)

Reasons supporting application (to be completed by the student):

I have attached (please tick and complete relevant information):

- ☐ Medical Certificate from Dr. _____ Dated: _____
- ☐ Supporting letter from my parent/carer
- ☐ Other (please describe)

Signature Student: _____ Date: _____

Signature Parent: _____ Date: _____

Please return to the **Head Teacher** no later than 2 school days after the scheduled date of the Assessment Task.
When your absence/late submission is known before the date of the task, the Extension application must be submitted to the Head Teacher BEFOREHAND

Endorsement

Class Teacher: Yes ☐ No ☐ Signature: _____ Date: _____

Head Teacher: Yes ☐ No ☐ Signature: _____ Date: _____

Signed: _____
Principal/Deputy Principal Head Teacher Class Teacher

NESA HSC Terminology - A Glossary of Key Words

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

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2018 HIGHER SCHOOL CERTIFICATE

| | |
|------------------|---|
| ✓ | <i>Do students who will complete the Higher School Certificate in 2018 meet the following pattern of study requirements?</i> |
| | At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: Assessment Certification Examination (ACE) , ACE 8005] |
| | At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i>) at both Preliminary and HSC level. |
| | At least 4 subjects – at both Preliminary and HSC level. |
| | At least 6 units of Board Developed Courses – at both Preliminary and HSC level. |
| | At least 3 courses of 2 unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level. |
| | A maximum of 6 Preliminary units and 6 HSC units from courses in Science. [Ref: ACE 8006] |
| | In the Preliminary study pattern, Senior Science has not been studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. In the HSC study pattern, Senior Science can be studied in combination with Biology, Chemistry, Earth and Environmental Science or Physics. Students undertaking Senior Science in the HSC study pattern must have satisfactorily completed the Preliminary course in at least one Science course. [Ref: ACE 8006 , 8011] General Mathematics can be studied with no other Mathematics Course. [Ref: ACE 8011] |
| | Met eligibility requirements for the English (ESL) course [Ref: ACE 8007] |
| | Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002] |
| | All students undertaking Preliminary or HSC courses in 2018 are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2017 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. Exception: Completion of the <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with disability, as necessary. |
| | Board Endorsed Courses have current endorsement |
| | Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001 , 8010 , 8011 , 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via <i>Schools Online</i> .] VET course exclusions are available on the NESA website under Vocational Education . |
| REMINDERS | |
| | Students seeking an Australian Tertiary Admission Rank (ATAR) in 2018 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. NB: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, and the new non-examinable Mathematics General 1 course do not satisfy requirements for the ATAR. |
| | Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing. |
| | Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details]. |
| | Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC disability provisions including the application process is available on the NESA website |
| | Students with disability can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses]. |
| | Schools are responsible for overseeing the delivery of VET courses by external providers. |

Assessment Information and Schedules
for
all HSC Subject Areas
(*including VET*)
≈ 2017 – 2018 ≈
for the 2018 HSC

Some advertised dates for assessment tasks in this booklet may change during the course.

English – Advanced

Syllabus Outcomes

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.

2A. Advanced only

A student recognises different ways in which particular texts are valued.

3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student 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. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.

12A. Advanced only

A student explains and evaluates different ways of responding to and composing text.

13. A student reflects on own processes of learning.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|-------|---|-----------|
| Paper 1 – Area of Study Section I Short-answer questions | 15 | Area of Study | 40 |
| | | Module A | 20 |
| Section II Candidates compose or adapt a text | 15 | Module B | 20 |
| | | Module C | 20 |
| Section III Candidates answer one sustained response question | 15 | Total | 100 |
| Paper 2 – Modules Section I Module A: Comparative Study of Texts and Contexts Candidates answer one sustained response question | 20 | Modes to be assessed across the components | Weighting |
| | | A. Listening | 15 |
| Section II Module B: Critical Study of Texts Candidates answer one sustained response question | 20 | B. Speaking | 15 |
| | | C. Reading | 25 |
| Section III Module C: Representation and Text Candidates answer one sustained response question | 20 | D. Writing | 30 |
| | | E. Viewing/Representing | 15 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | | Marks |
|--------------|---|------------|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | E | |
| 1 | Area of Study, Discovery: submitted viewing, representing and speaking and reading task | 7/12/2017 | | 15 | | | 15 | 30 |
| 2 | Module A: Listening task based on prescribed texts Richard III and Looking for Richard | 30/03/2018 | 15 | | | | | 15 |
| 3 | Module B: Writing task on prescribed poet, Christina Rossetti | 1/06/2018 | | | 5 | 10 | | 15 |
| 4 | Module C: Writing task based on prescribed text Brave New World | 3/09/2018 | | | 10 | 5 | | 15 |
| 5 | Trial examination – AOS (5%) and modules A (5%), B (5%) and C (5%) | 13/08/2018 | | | 10 | 15 | | 25 |
| TOTAL | | | 15% | 15% | 25% | 30% | 15% | 100% |

English – Standard

Syllabus Outcomes

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student 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. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|-------|---|-----------|
| Paper 1 – Area of Study Section I Short-answer questions | 15 | Area of Study | 40 |
| | | Module A | 20 |
| Section II Candidates compose or adapt a text | 15 | Module B | 20 |
| | | Module C | 20 |
| Section III Candidates answer one sustained response question | 15 | Total | 100 |
| Paper 2 – Modules Section I Module A: Experience Through Language Candidates answer one sustained response question | 20 | Modes to be assessed across the components | Weighting |
| | | A. Listening | 15 |
| Section II Module B: Close Study of Text Candidates answer one sustained response question | 20 | B. Speaking | 15 |
| | | C. Reading | 25 |
| Section III Module C: Texts and Society Candidates answer one sustained response question | 20 | D. Writing | 30 |
| | | E. Viewing/Representing | 15 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | | Marks |
|--------------|---|------------|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | E | |
| 1 | Area of Study, Discovery: submitted viewing, representing and speaking and reading task | 7/12/2017 | | 15 | | | 15 | 30 |
| 2 | Module A: Reading and writing task | 30/03/2018 | | | 10 | 5 | | 15 |
| 3 | Module B: Listening task related to prescribed text, Namatjira | 1/06/2018 | 15 | | | | | 15 |
| 4 | Module C: Writing task based on prescribed text, The Story of Tom Brennan | 3/09/2018 | | | 5 | 10 | | 15 |
| 5 | Trial examination – AOS (5%) and modules A (10%), B (5%) and C (5%) | 13/08/2018 | | | 10 | 15 | | 25 |
| TOTAL | | | 15% | 15% | 25% | 30% | 15% | 100% |

English – ESL

Syllabus Outcomes

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student describes and explains different relationships among texts.
3. A student demonstrates understanding of cultural reference in texts.
4. A student uses language relevant to the study of English.
5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
6. A student interprets texts using key language patterns and structural features.
7. A student analyses the effect of technology on meaning.
8. A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
9. A student engages with the details of text in order to develop a considered and informed personal response.
10. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.
13. A student reflects on own processes of responding and composing.
14. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|-------|---|-----------|
| Paper 1 – Language Study within an Area of Study | 25 | Language Study within an Area of Study | 50 |
| Section I Short-answer questions | | Module A | 25 |
| Section II Candidates answer one sustained response question | 20 | Module B | 25 |
| Paper 2 – Modules Section I Module A: Experience Through Language Candidates answer one sustained response question | 20 | Total | 100 |
| Section II Module B: Texts and Society Candidates answer one sustained response question | 20 | Modes to be assessed across the components | Weighting |
| | | A. Listening | 20 |
| Section II Module B: Close Study of Text Candidates answer one sustained response question | 20 | B. Speaking | 20 |
| | | C. Reading | 20 |
| Paper 3 – Listening Combination of objective response and short-answer questions | 15 | D. Writing | 25 |
| | | E. Viewing/Representing | 15 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | | Marks |
|--------------|---|------------|-----------|-----|-----|-----|-----|-------|
| | | | A | B | C | D | E | |
| 1 | Module A Listening task | 30/11/2017 | 10 | | | | | 10 |
| 2 | Language Study within an Area of Study Reading and Writing (analysing related texts) | 22/02/2018 | | | 10 | 15 | | 25 |
| 3 | Language Study within an Area of Study Speaking/ Representing (Drama Performance) | 29/03/2018 | | 5 | | | 15 | 20 |
| 4 | Module B Speaking task (Workplace interview) | 24/05/2018 | | 15 | | | | 15 |
| 5 | Trial HSC Examination All Modules – 5% AOS, 15% Module A & 10% Module B | 13/08/2018 | 10 | | 10 | 10 | | 30 |
| TOTAL | | | 20% | 20% | 20% | 25% | 15% | 100% |

English Studies

Syllabus Outcomes

- H1.1 Analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning.
- H1.2 Explains the ideas and values of the texts.
- H1.3 Explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.
- H1.4 Produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.
- H2.1 Comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
- H2.2 Demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.
- H2.3 Demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts.
- H3.1 Recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.
- H3.2 Recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.
- H4.1 Plans and organises to complete tasks or projects, both individually and collaboratively.
- H4.2 Works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics.

NESA Assessment Information

Students completing this course are not eligible for an ATAR. There is NO external assessment.

One task may be used to assess several components. At least ONE assessment task must be a formal examination

| Skills | Weighting | Objectives | Weighting |
|---|-----------|-------------------------------|-----------|
| 1. Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are | 30 | A. Literature | 30 |
| 2. Students will develop skills in reading, listening and viewing and in writing, speaking and representing. | 30 | B. Literacy | 30 |
| 3. Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts. | 25 | C. Language | 25 |
| 4. Students will develop skills in planning and working individually and | 15 | D Ways of thinking & learning | 25 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Skills | | | | Marks | Objectives | | | | Marks |
|--------------|--------------------------------------|------------|--------|-----|-----|-----|-------------|------------|-----|-----|-----|-------------|
| | | | 1 | 2 | 3 | 4 | | A | B | C | D | |
| 1 | Achieving through English: | 16/11/2017 | | 15 | | 10 | 25 | | 10 | 10 | 5 | 25 |
| 2 | Elective 1 Group Project | 29/03/2018 | 10 | | 10 | | 20 | 15 | 5 | | | 20 |
| 3 | Mandatory Module: We are Australians | 2/07/2018 | 15 | 5 | 5 | | 25 | 15 | | 10 | | 25 |
| 4 | Elective 2: Exam component | 13/08/2018 | 5 | 10 | 10 | 5 | 30 | | 15 | 5 | 10 | 30 |
| TOTAL | | | 30% | 30% | 25% | 15% | 100% | 30% | 30% | 25% | 15% | 100% |

English – Extension 1

Syllabus Outcomes

1. A student distinguishes and evaluates the values expressed through texts.
2. A student explains different ways of valuing texts.
3. A student composes extended texts.
4. A student develops and delivers sophisticated presentations.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|-----------|---|-----------|
| Candidates answer two sustained response questions on their chosen elective | 25 | Knowledge and understanding of complex texts and of how and why they are valued | 25 |
| | 25 | Skills in: <ul style="list-style-type: none"> • Complex analysis • Sustained composition • Independent investigation | 25 |
| TOTAL | 50 | TOTAL | 50 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|--|--------------|-----------|-----------|-----------|
| | | | A | B | |
| 1 | Presentation based on independent investigation and linked to the prescribed texts | 26/03/2018 | 10 | 10 | 20 |
| 2 | An in-class essay on prescribed texts. | 29/06/2018 | 5 | 5 | 10 |
| 3 | Trial examination – critical and creative response | Trial | 10 | 10 | 20 |
| TOTAL | | | 25 | 25 | 50 |

English – Extension 2

Syllabus Outcomes

1. A student develops and presents an extended composition which demonstrates depth, insight, originality and skills in independent investigation.
2. A student reflects on and documents own process of composition.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|----------------------|-----------|--|-----------|
| Major Work | 40 | A. Skills in extensive independent investigation | 25 |
| Reflection Statement | 10 | B. Skills in sustained composition | 25 |
| TOTAL | 50 | TOTAL | 50 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|--|------------------|-----------|-----------|-----------|
| | | | A | B | |
| 1 | Viva Voce – oral discussion of Major Work | 19/02/2018 | 5 | 5 | 10 |
| 2 | Written report on progress and processes of Major Work composition | 21/05/2018 | 10 | 5 | 15 |
| 3 | Draft of Major Work and Reflection Statement | 2/07/2018 | 10 | 15 | 25 |
| TOTAL | | | 25 | 25 | 50 |

Visual Arts

Syllabus Outcomes

- H1: Initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
- H2: Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H3: Demonstrates an understanding of the frames when working independently in the making of art.
- H4: Selects and develops subject matter and forms in particular ways as representations in artmaking.
- H5: Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6: Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.
- H7: Applies their understanding of practice in art criticism and art history.
- H8: Applies their understanding of the relationships among the artist, artwork, world and audience.
- H9: Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H10: Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|------------|----------------------------------|------------|
| Written examination <i>Section I</i> Short-answer questions | 25 | A. Artmaking | 50 |
| <i>Section II</i> Candidates answer one extended response question | 25 | B. Art criticism and art history | 50 |
| Body of Work | 50 | | |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|--|------------|------------|------------|------------|
| | | | A | B | |
| 1 | Historical/critical study Joint Case Study (teacher/student construction) | 4/12/2017 | | 10% | 10 |
| 2 | Historical/critical study: Case Study 2 | 3/04/2018 | | 20% | 20 |
| 3 | Art practice Case Study 3: Body of Work | 6/08/2018 | 25% | | 25 |
| 4 | Historical/critical study: Case Study 4 Trial Examination | 13/08/2018 | | 20% | 20 |
| 5 | Art practice: HSC Body of Work | TBD | 25% | | 25 |
| TOTAL | | | 50% | 50% | 100 |

Aboriginal Studies

Syllabus outcomes

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing legislation
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H4.1 plans, investigates, analyses, synthesizes and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices
- H4.3 investigates and compares the histories and cultures of Aboriginal and other Indigenous peoples

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|----------------------------|---|--------------|
| <i>Section I – Social Justice & Human Rights Issues</i> Part A – Global Perspective Stimulus-based short-answer questions Part B – Comparative Investigation Two structured extended response questions Part C – Extended response question | 25 15 15 | A. Knowledge and understanding of course content | 40 |
| <i>Section II – Research and inquiry methods – Major Project</i> | 15 | B. Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 25 |
| <i>Section III – Aboriginality and the Land and/or Heritage and Identity</i> One stimulus-based extended response question One extended-response question | 10 20 | C. Research and inquiry methods, including aspects of the Major Project D. Communication of information, ideas and issues in appropriate forms | 20 15 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | Marks |
|--------------|---|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | |
| 1 | Heritage and Identity Media File | 17/11/2017 | 10 | 10 | 0 | 0 | 20 |
| 2 | Major Project including Logbook | 9/02/2018 | 10 | 10 | 10 | 10 | 40 |
| 3 | Social Justice and Human Rights Media File | 29/06/2018 | 10 | 5 | 0 | 5 | 20 |
| 4 | Trial Examination - all topics to be assessed | 13/08/2018 | 10 | 0 | 0 | 10 | 20 |
| TOTAL | | | 40% | 25% | 20% | 15% | 100% |

Business Studies

Syllabus Outcomes

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|-------|---|-----------|
| <i>Section I</i> Objective response questions | 20 | A. Knowledge and understanding of course content | 40 |
| <i>Section II</i> Short-answer questions | 40 | B. Stimulus-based skills | 20 |
| <i>Section III</i> Candidates answer one extended response question in the form of a business report | 20 | C. Inquiry and research | 20 |
| <i>Section IV</i> Candidates answer one extended response question | 20 | D. Communication of business information, ideas and issues in appropriate forms | 20 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | Marks |
|--------------|---|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | |
| 1 | Business Report on Marketing | 30/11/2017 | 10 | 5 | 5 | 5 | 25 |
| 2 | Multiple Choice and Short answer (stimulus-based) questions on Operations and Finance | 8/03/2018 | 10 | 5 | 5 | 5 | 25 |
| 3 | Research Extended Response on Human Resources | 21/06/2018 | 10 | 5 | 5 | 5 | 25 |
| 4 | Trial Examination on all topics | 13/08/2018 | 10 | 5 | 5 | 5 | 25 |
| TOTAL | | | 40% | 20% | 20% | 20% | 100% |

Economics

Syllabus Outcomes

- H1 demonstrates understanding of economic terms, concepts and relationships
- H2 analyses the economic role of individuals, firms, institutions and governments
- H3 explains the role of markets within the global economy
- H4 analyses the impact of global markets on the Australian and global economies
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 selects and organises information from a variety of sources for relevance and reliability
- H10 communicates economic information, ideas and issues in appropriate forms
- H11 applies mathematical concepts in economic contexts
- H12 works independently and in groups to achieve appropriate goals in set timelines.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|-------|---|-----------|
| <i>Section I</i> Objective response questions | 20 | A. Knowledge and understanding of course content | 40 |
| <i>Section II</i> There will be four short-answer questions. Questions may be in parts. There will be approximately 12 items in total. | 40 | B. Stimulus-based skills | 20 |
| <i>Section III</i> There will be two stimulus-based extended response questions. Candidates will be required to answer one question. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words). | 20 | C. Inquiry and research | 20 |
| <i>Section IV</i> There will be two extended response questions. Candidates will be required to answer one question. The expected length of response will be around six pages of an examination writing booklet (approximately 800 words). | 20 | D. Communication of economic information, ideas and issues in appropriate forms | 20 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | Marks |
|--------------|--|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | |
| 1 | Research Task Case Study: China | 17/11/2017 | 5% | 5% | 5% | 5% | 20 |
| 2 | Topic Test: Balance of Payments | 23/03/2018 | 10% | 5% | 5% | 5% | 25 |
| 3 | Research and Writing task: Fiscal Policy and economic Issues | 15/06/2018 | 10% | 5% | 5% | 5% | 25 |
| 4 | Trial examination – all topics to be assessed | 17/08/2018 | 15% | 5% | 5% | 5% | 30 |
| TOTAL | | | 40% | 20% | 20% | 20% | 100% |

Legal Studies

Syllabus Outcomes

- H1. Identifies and applies legal concepts and terminology
- H2. Describes and explains key features of and the relationship between Australian and international law
- H3. Analyses the operation of domestic and international legal systems
- H4. Evaluates the effectiveness of the legal system in addressing issues
- H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6. Assesses the nature of the interrelationship between the legal system and society
- H7. Evaluates the effectiveness of the law in achieving justice
- H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9. Communicates legal information using well-structured and logical arguments
- H10. Analyses differing perspectives and interpretations of legal information and issues.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|----------|--|-----------|
| <i>Section I</i> Core Crime and Human Rights Objective response questions | 20 | A. Knowledge and understanding of course content | 60 |
| <i>Section II</i> Core Part A Human Rights Short-answer questions Part B Crime One extended response question | 15 15 | B. Inquiry and research | 20 |
| <i>Section III</i> Options Candidates answer two extended response questions, each from a different option. | 50 | C. Communication of Legal Studies information, issues and ideas in appropriate forms | 20 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|--|------------|------------|------------|------------|-------------|
| | | | A | B | C | |
| 1 | Annotated Blog on Crime (media) | 4/12/2017 | 15 | 5 | 5 | 25 |
| 2 | Multiple Choice and Shorts Answers on Crime and Human Rights | 5/03/2018 | 15 | 5 | 5 | 25 |
| 3 | Research Extended Response and Short Answers on Indigenous Peoples | 1/06/2018 | 15 | 5 | 5 | 25 |
| 4 | Trial Examination: All topics assessed. Topics: Crime, Human Rights, Indigenous People and Family Law | 13/08/2018 | 15 | 5 | 5 | 25 |
| TOTAL | | | 60% | 20% | 20% | 100% |

Modern History

Syllabus Outcomes

- H1.1 Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 Ask relevant historical questions
- H3.2 Locate, select and organise relevant information from different types of sources
- H3.3 Analyse and evaluate sources for their usefulness and reliability
- H3.4 Explain and evaluate differing perspectives and interpretations of the past
- H3.5 Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 Use historical terms and concepts appropriately
- H4.2 Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|----------|--|-----------|
| <i>Section I – World War I (1914 – 1919)</i> Part A Source-based objective response and short-answer questions. Part B Two source-based questions | 15 10 | A. Knowledge and understanding of course content | 40 |
| <i>Section II National Studies</i> One extended response question. Candidates answer one of two extended response alternatives | 25 | B. Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 20 |
| <i>Section III – Personalities in the Twentieth Century</i> One question in two parts | 25 | C. Historical inquiry and research | 20 |
| <i>Section IV – International Studies in Peace and Conflict</i> Candidates answer one of two extended response alternatives | 25 | D. Communication of historical understanding in appropriate forms | 20 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | | Marks |
|--------------|---|------------|------------|------------|------------|------------|-------------|
| | | | A | B | C | D | |
| 1 | WWI Source Based Task | 30/11/2017 | 10 | 10 | 5 | 5 | 25 |
| 2 | Research and Writing Task on Russia (Consolidation of Power) | 9/03/2018 | 10 | 0 | 5 | 5 | 25 |
| 3 | Research and Writing Task on: a) Russia (Stalin) b) Personality Study (Trotsky) | 11/06/2018 | 10 | 0 | 5 | 5 | 25 |
| 4 | Trial Examination. All topics assessed. WWI, Russia, Trotsky and The Cold War | 13/08/2018 | 10 | 10 | 5 | 555 | 25 |
| TOTAL | | | 40% | 20% | 20% | 20% | 100% |

Work Studies

Syllabus Outcomes

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

NESA Assessment Information

| Topics Studied | | Internal Assessment | Weighting |
|-------------------------|-----|--|-----------|
| Team Enterprise Project | 25% | A. Knowledge and understanding of course content | 30 |
| Work Experience | 25% | B. Skills | 70 |
| Self-Employment | 25% | N/A | |
| Workplace Issues | 25% | N/A | |
| | | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Marks | | |
|--------------|--|------------|------------|------------|-------------|
| | | | A | B | |
| 1 | Team Enterprise Project | 30/11/2017 | 5 | 20 | 25 |
| 2 | Work Experience Blog and Reflection | 23/03/2018 | 5 | 20 | 25 |
| 3 | Research and written task on Self Employment | 22/06/2018 | 10 | 15 | 25 |
| 4 | Workplace Issues Presentation | 13/08/2018 | 10 | 15 | 25 |
| TOTAL | | | 30% | 70% | 100% |

Mathematics

Syllabus Outcomes

- H1: seeks to apply mathematical techniques to problems in a wide range of practical contexts
 H2: Constructs arguments to prove and justify results
 H3: Manipulates algebraic expressions involving logarithmic and exponential functions
 H4: Expresses practical problems in mathematical terms based on simple given models
 H5: Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
 H6: Uses the derivative to determine the features of the graph of a function
 H7: Uses the features of a graph to deduce information about the derivative
 H8: Uses techniques of integration to calculate areas and volumes
 H9: Communicates using mathematical language, notation, diagrams and graphs

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|------------|------------------------------------|------------|
| <i>Section I Objective Response Questions</i> | 10 | A. Concepts, skills and techniques | 50 |
| <i>Section II Short-answer questions</i> | 90 | B. Reasoning and Communication | 50 |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of Task | Due Date | Weighting | | Marks |
|--------------|---------------------|------------|------------|------------|------------|
| | | | A | B | |
| 1 | In class assessment | 11/12/2017 | 5% | 10% | 15 |
| 2 | Half Yearly | 3/04/2018 | 15% | 10% | 25 |
| 3 | In class assessment | 8/06/2018 | 10% | 10% | 20 |
| 4 | Trial | 13/08/2018 | 20% | 20% | 40 |
| TOTAL | | | 45% | 55% | 100 |

Mathematics Extension 1

Syllabus 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

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|-----------|------------------------------------|------------|
| <i>Section I Objective Response Questions</i> | 10 | A. Concepts, skills and techniques | 50 |
| <i>Section II Short-answer questions</i> | 60 | B. Reasoning and Communication | 50 |
| TOTAL | 70 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|---------------------|------------|------------|------------|------------|
| | | | A | B | |
| 1 | In class assessment | 12/12/2017 | 10% | 15% | 25 |
| 2 | In class assessment | 3/04/2018 | 15% | 20% | 35 |
| 3 | Trial | 13/08/2018 | 20% | 20% | 40 |
| TOTAL | | | 45% | 55% | 100 |

Mathematics Extension 2

Syllabus 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 relationships 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

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|------------|------------------------------------|------------|
| <i>Section I Objective Response Questions</i> | 10 | A. Concepts, skills and techniques | 50 |
| <i>Section II Short-answer questions</i> | 90 | B. Reasoning and Communication | 50 |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|---------------------|------------|------------|------------|------------|
| | | | A | B | |
| 1 | In class assessment | 11/12/2017 | 5% | 10% | 15 |
| 2 | Half Yearly | 3/04/2018 | 10% | 15% | 25 |
| 3 | In class assessment | 8/06/2018 | 10% | 10% | 20 |
| 4 | Trial | 13/08/2018 | 20% | 20% | 40 |
| TOTAL | | | 45% | 55% | 100 |

Mathematics – General 2

Syllabus 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 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

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|------------|------------------------------------|------------|
| <i>Section I</i> Objective Response Questions | 25 | A. Concepts, skills and techniques | 50 |
| <i>Section II</i> Short-answer questions | 75 | B. Reasoning and Communication | 50 |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|---------------------|------------|------------|------------|------------|
| | | | A | B | |
| 1 | In class assessment | 11/12/2017 | 5% | 10% | 15 |
| 2 | Half Yearly | 3/04/2018 | 10% | 15% | 25 |
| 3 | Project | 8/06/2018 | 10% | 10% | 20 |
| 4 | Trial | 13/08/2018 | 20% | 20% | 40 |
| TOTAL | | | 50% | 50% | 100 |

Mathematics – General 1

Syllabus Outcomes

- MG1H -1: Uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- MG1H -2: Analyses representations of data in order to make predictions
- MG1H -3: Makes predictions about everyday situations based on simple mathematical models
- MG1H -4: Analyses simple two-dimensional and three-dimensional models to solve practical problems
- MG1H -5: Interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units
- MG1H -6: Makes informed decisions about financial situations likely to be encountered post-school
- MG1H -7: Develops and carries out simple statistical processes to answer questions posed
- MG1H -8: Solves problems involving uncertainty using basic counting techniques
- MG1H -9: Chooses and uses appropriate technology to organise information from a range of practical and everyday contexts.
- MG1H -10: Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others

NESA Assessment Information

Students completing this course are not eligible for an ATAR

Internal Assessment only

Students will be assessed:

- A. On their knowledge and understanding of the course content
- B. On their ability to demonstrate their competency in using the skills and techniques required to address the course content
- C. On their ability to communicate using appropriate terminology

TOTAL: 100 marks

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Marks |
|--------------|---------------------------------|------------|------------|
| 1 | Housing Plan Project | 7/12/2017 | 25 |
| 2 | Accommodation Project | 27/03/2018 | 25 |
| 3 | Human Body Project | 29/06/2018 | 25 |
| 4 | Personal Resource Usage Project | 7/09/2018 | 25 |
| TOTAL | | | 100 |

Personal Development, Health and Physical Education

Syllabus Outcomes

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|----------|---|-----------|
| Section I – Core Part A Objective response questions Part B Short-answer questions | 20 40 | A. Knowledge and understanding of <ul style="list-style-type: none"> Factors that affect health The way the body moves | 40 |
| | | B. Skills in <ul style="list-style-type: none"> Influencing personal and community health Taking action to improve participation and performance in physical activity | 30 |
| Section II – Options Candidates answer both questions on the two options they have studied <ul style="list-style-type: none"> The first question is worth 8 marks and may contain parts The second question is an extended response question worth 12 marks | 40 | C. Skills in critical thinking, research and analysis | 30 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|--|------------|------------|------------|------------|-------------|
| | | | A | B | C | |
| 1 | Research Task – Core 1: Health Priorities in Australia | 20/11/2017 | 5 | 5 | 10 | 20 |
| 2 | Half-yearly examination – Core 1: Health Priorities in Australia and Core 2: Factors Affecting Performance | 3/04/2018 | 15 | | 5 | 20 |
| 3 | Written Task/ practical Options: Sports Medicine and Improving Performance | 22/06/2018 | | 20 | 10 | 30 |
| 4 | Trial HSC Examination | 13/08/2018 | | | | 30 |
| TOTAL | | | 40% | 30% | 30% | 100% |

Biology

Syllabus Outcomes

| | |
|-----|---|
| H1 | evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking |
| H2 | analyses the ways in which models, theories and laws in biology have been tested and validated |
| H3 | assesses the impact of particular advances in biology on the development of technologies |
| H4 | assesses the impacts of applications of biology on society and the environment |
| H5 | identifies possible future directions of biological research |
| H6 | explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism |
| H7 | analyses the impact of natural and human processes on biodiversity |
| H8 | evaluates the impact of human activity on the interactions of organisms and their environment |
| H9 | describes the mechanisms of inheritance in molecular terms |
| H10 | describes the mechanisms of evolution and assesses the impact of human activity on evolution |
| H11 | justifies the appropriateness of a particular investigation plan |
| H12 | evaluates ways in which accuracy and reliability could be improved in investigations |
| H13 | uses terminology and reporting styles appropriately and successfully to communicate information and understanding |
| H14 | assesses the validity of conclusions from gathered data and information |
| H15 | explains why an investigation is best undertaken individually or by a team |
| H16 | justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science |

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|--------------|---|-----------|
| <i>Section I</i> Core Part A Objective response questions Part B Short-answer questions | 20 55 | A. Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature, and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and developments in biology Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution | 40 |
| <i>Section II – Options</i> Candidates answer one question on the option they have studied | 25 | B. Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources | 30 |
| | | C. Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams | 30 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|-------------------|------------|-----------|-----------|-----------|-------------|
| | | | A | B | C | |
| 1 | Practical task | 27/11/2017 | | 15% | | 15 |
| 2 | Processing skills | 28/02/2018 | | 5% | 10% | 15 |
| 3 | Half yearly | 3/04/2018 | 15% | 5% | | 20 |
| 4 | Research task | 31/05/2018 | 5% | | 15% | 20 |
| 5 | Trials | 13/08/2018 | | | | |
| TOTAL | | | 40 | 30 | 30 | 100% |

Chemistry

Syllabus Outcomes

- H1 Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking.
- H2 Analyses the ways in which models, theories and laws in chemistry have been tested and validated.
- H3 Assesses the impact of particular advances in chemistry on the development of technologies.
- H4 Assesses the impacts of applications of chemistry on society and the environment.
- H5 Describes possible future directions of chemical research.
- H6 Explains reactions between elements and compounds in terms of atomic structures and periodicity.
- H7 Describes the chemical basis of energy transformations in chemical reactions.
- H8 Assesses the range of factors which influence the type and rate of chemical reactions.
- H9 Describes and predicts reactions involving carbon compounds.
- H10 Analyses stoichiometric relationships.
- H11 Justifies the appropriateness of a particular investigation plan.
- H12 Evaluates ways in which accuracy and reliability could be improved in investigations.
- H13 Uses terminology and reporting styles appropriately and successfully to communicate information and understanding.
- H14 Assesses the validity of conclusions from gathered data and information.
- H15 Explains why an investigation is best undertaken individually or by a team.
- H16 Justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science.

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|--------------|---|-----------|
| Section I Core Part A Objective response questions Part B Short-answer questions | 20 55 | A. Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature, and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and developments in chemistry Atomic structure and periodic table, energy, chemical reactions, carbon chemistry and stoichiometry | 40 |
| Section II – Options Candidates answer one question on the option they have studied | 25 | B. Skills in: <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources | 30 |
| | | C. Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams | 30 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|--|------------|-----------|-----------|-----------|-------------|
| | | | A | B | C | |
| 1 | Research task: production of materials | 27/11/2017 | 5% | | 10% | 15 |
| 2 | Processing skills – chemistry skills | 26/02/2018 | 10% | | 5% | 15 |
| 3 | Half yearly | 3/04/2018 | 5% | 15% | 10% | 30 |
| 4 | Practical chemistry skills | 4/06/2018 | | 15% | | 15 |
| 5 | Trials | 13/08/2018 | 20 | | 5% | 25 |
| TOTAL | | | 40 | 30 | 30 | 100% |

Design and Technology

Syllabus Outcomes

- H1.1 critically analyses the factors affecting design and the development and success of design projects
- H1.2 relates the practices and processes of designers and producers to the major design project
- H2.1 explains the influence of trends in society on design and production
- H2.2 evaluates the impact of design and innovation on society and the environment
- H3.1 analyses the factors that influence innovation and the success of innovation
- H3.2 uses creative and innovative approaches in designing and producing
- H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 evaluates the processes undertaken and the impacts of the major design project
- H5.1 manages the development of a quality major design project
- H5.2 selects and uses appropriate research methods and communication techniques
- H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
- H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|------------|--|------------|
| Written Examination <i>Section I</i> Objective response questions | 10 | A. Innovation and emerging technologies: <ul style="list-style-type: none"> • Case study of an innovation • Other tasks | 20 20 |
| <i>Section II</i> Short-answer questions | 15 | B. Designing and producing | 60 |
| <i>Section III</i> One extended response question | 15 | | |
| Major Design Project | 60 | | |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | Marks |
|--------------|-----------------------|------------|-----------|-----------|------------|
| | | | A | B | |
| 1 | Project proposal | 8/12/2017 | 15 | | 15 |
| 2 | Innovation case study | 12/03/2018 | 15 | | 15 |
| 3 | Half yearly | 3/04/2018 | 5 | 15 | 20 |
| 4 | Project evaluation | 11/05/2018 | | 20 | 20 |
| 5 | Trial examination | 13/08/2018 | 5 | 25 | 30 |
| TOTAL | | | 40 | 60 | 100 |

Engineering Studies

Syllabus Outcomes

- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|--|------------|---|------------|
| Section I Objective response questions | 20 | A. Knowledge and understanding of engineering principles and developments in technology | 50 |
| Section II Short-answer questions | 80 | B. Skills in research, problem solving and communication related to engineering | 30 |
| | | C. Understanding the scope and role of engineering including management and problem solving | 20 |
| TOTAL | 100 | TOTAL | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|--|------------|-----------|-----------|-----------|------------|
| | | | A | B | C | |
| 1 | Engineering report: construction, analysis and testing of truss structures | 17/11/2017 | 5 | 5 | 5 | 15 |
| 2 | Catalogue of materials: materials used in various modes of personal and public transport | 9/03/2018 | 12.5 | 5 | 2.5 | 20 |
| 3 | Half yearly examination | 3/04/2018 | 7.5 | 5 | 2.5 | 15 |
| 4 | Model construction: wind power | 8/06/2018 | 5 | 7.5 | 2.5 | 15 |
| 5 | Engineering report: aeronautical engineering | 13/07/2018 | 15 | 2.5 | 2.5 | 20 |
| 6 | Trial examination | 13/08/2018 | 5 | 5 | 5 | 15 |
| TOTAL | | | 50 | 30 | 20 | 100 |

Hospitality-Food and Beverage 26511

| TERM | Unit Code | Units Of Competency | AQF CORE / ELECTI VE | HSC STATUS | HSC INDICA TIVE Hrs. | Assessment Task Cluster & Method of Assessment | Prelim and HSC Exam weightings to total 100%** |
|--|--|--|-------------------------------|---------------|-------------------------------|--|--|
| Term 1 | 6 PRELIMINARY UOCs | | | | | Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHIND202 Use hospitality skills effectively</i> | XXX Indicative Hours over X yrs |
| | SITXFSA001 SITXWHS001 | Use hygienic practices for food safety Participate in safe work practices | E C | M* M* | 10 15 | Cluster A: Getting Ready for Work Written task, observation of practical work, scenario, case study | % Prelim Yearly Exam |
| Term 2 | SITHCCC001 SITXINV001 | Use food preparation equipment Receive and store stock | E E | E E | 20 10 | Cluster B: Introduction to Food Preparation Observation of practical work, written task, self-assessment, schedule and case study/scenario Preliminary Course: Portfolio of evidence | 35 hrs Work placement Work placement Journal must be completed showing completion of service periods |
| Term 3 | SITXFSA002 SITHCCC003 BSBSUS201 | Participate in safe food handling practices Prepare and present sandwiches Participate in environmentally sustainable work practices | E E E | E E E | 15 10 15 | Cluster C: The Sandwich Artist Observation of practical work, written task including review of documents, problem solving exercise, scenario/case study – temperature checks, documenting resource usage, plans to improve resource efficiency Preliminary Course: Portfolio of evidence | % HSC Half Yearly |
| Term 4&5 | 9 HSC UOCs | | | | | | % HSC Trial Exam |
| | SITHFAB004 SITHFAB007 | **Prepare and serve non-alcoholic beverages **Serve food and beverage | E E | S* S* | 15 40 | Cluster D: Serve Food and Beverages t.b.a. HSC Course: Portfolio of evidence | 35 hrs Work placement |
| Term 6 | SITXCCS003 SITHFAB005 SITHIND003 | Interact with customers **Prepare and serve espresso coffee Use hospitality skills effectively | C E C | S* S* E | 15 15 20 | Cluster E: Coffee Service t.b.a. HSC Course: Portfolio of evidence | The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams. |
| Term 7 | SITXCOM002 BSBWOR203 SITHIND002 | Show Social and Cultural Sensitivity Work effectively with others Source and use information on the hospitality industry | C C C | E M* M* | 10 15 20 | Cluster F: Hospitality Team Work t.b.a. | |
| NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. | | | Total Hours 245 | | | *Units of competency from the HSC focus areas will be included in the optional HSC examination. **These require industry experience. | |

Physics

Syllabus Outcomes

| | |
|-----|--|
| H1 | Evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking |
| H2 | Analyses the ways in which models, theories and laws in physics have been tested and validated |
| H3 | Assesses the impact of particular advances in physics on the development of technologies |
| H4 | Assesses the impacts of applications of physics on society and the environment |
| H5 | Identifies possible future directions of physics research |
| H6 | explains events in terms of Newton's Laws, Law of conservation of Momentum and relativity |
| H7 | Explains the effects of energy transfers and energy transformations. |
| H8 | Analyses wave interactions and explains the effects of those interactions. |
| H9 | Explains the effects of electric, magnetic and gravitational fields. |
| H10 | Describes the nature of electromagnetic radiation and matter in terms of the particles. |
| H11 | Justifies the appropriateness of a particular investigation plan. |
| H12 | Evaluates ways in which accuracy and reliability could be improved in investigations. |
| H13 | Uses terminology and reporting styles appropriately and successfully to communicate information and understanding. |
| H14 | Assesses the validity of conclusions from gathered data and information. |
| H15 | Explains why an investigation is best undertaken individually or by a team. |
| H16 | Justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science |

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|----------|---|-----------|
| Section I Core Part A Objective response questions Part B Short-answer questions | 20 55 | A. Knowledge and understanding of: <ul style="list-style-type: none"> The history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics Kinematics and dynamics, energy, waves, fields and matter | 40 |
| Section II – Options Candidates answer one question on the option they have studied | 25 | B. Skills in; <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources C. Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams | 30 30 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|---|------------|-----------|-----------|-----------|-------------|
| | | | A | B | C | |
| 1 | Practical skills – Space Planning, performing and reporting a first-hand investigation | 1/12/2017 | | 15% | | 15 |
| 2 | Processing skills – graphs Skills – practical information processing | 2/03/2018 | | 5% | 10% | 15 |
| 3 | Half-Yearly Examinations: Modules 1 – 3 | 3/04/2018 | 15% | 5% | | 20 |
| 4 | Research skills: Secondary sources investigations – research and quiz | 8/06/2018 | 5% | | 15% | 20 |
| 5 | Trial HSC Examination. All modules + option | 13/08/2018 | 20% | 5% | 5% | 30 |
| TOTAL | | | 40 | 30 | 30 | 100% |

Senior Science

Syllabus Outcomes

- H1. Discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2. Applies the processes that are used to test and validate models, theories and laws, to investigations
- H3. Assesses the contribution of scientific advances on the development of technologies
- H4. Assesses the impacts of applications of science on society and the environment
- H5. Describes possible future directions of scientific research
- H6. Describes uses of the Earth's resources
- H7. Identifies effects of internal and external environmental changes on the human body
- H8. Relates the properties of chemicals to their use
- H9. Relates the structure of body organs and systems to their function
- H10. Discusses ways in which different forms of energy and energy transfers and transformations are used
- H11. Justifies the appropriateness of a particular investigation plan
- H12. Evaluates ways in which accuracy and reliability could be improved
- H13. Uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14. Assesses the validity of conclusions from gathered data and information
- H15. Explains why an investigation is best undertaken individually or by a team
- H16. Justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

NESA Assessment Information

| External Examination | Marks | Internal Assessment | Weighting |
|---|--------------|---|-----------|
| Section I Core Part A Objective response questions Part B Short-answer questions | 20 55 | Knowledge and understanding of: • the history, nature, and practice of science, applications and uses of science and their implications for society and the environment, and current issues, research and developments in science • the resources of the Earth, internal and external environments, chemical changes, organs and systems of the body and energy | 40 |
| Section II – Options Candidates answer one question on the option they have studied | 25 | B. Skills in; <ul style="list-style-type: none"> Planning and conducting first-hand investigations Gathering and processing first-hand data Gathering and processing relevant information from secondary sources | 30 |
| | | C. Skills in: <ul style="list-style-type: none"> Communicating information and understanding Developing scientific thinking and problem-solving techniques Working individually and in teams | 30 |
| TOTAL MARKS | 100 | TOTAL MARKS | 100 |

School Based Assessment Schedule

| Task No. | Nature of task | Due Date | Weighting | | | Marks |
|--------------|-------------------|------------|-----------|-----------|-----------|-------------|
| | | | A | B | C | |
| 1 | Research task | 3/11/2017 | | | | |
| 2 | Processing skills | 2/03/2018 | | | | |
| 3 | Half Yearly | 3/04/2017 | | | | |
| 4 | Practical | 1/06/2018 | | | | |
| 5 | Trial | 13/08/2018 | | | | |
| TOTAL | | | 40 | 30 | 30 | 100% |

Student Responsibilities Checklist



I am familiar with the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of a course and for satisfactory attendance.



I have a copy of the assessment schedule for EACH course I am studying and am aware of specific course requirements.



I am aware of the assessment policies and procedures of Alexandria Park Community School as detailed in this manual, and abide by them.



I understand my class teacher will give me formal written notification two weeks before an assessment task, but it is my responsibility to check when tasks are due.



I know it is the responsibility of students, including students on work placement or extended leave to check whether an assessment task has been issued in their absence.



I do not interfere with the progress of other students.



I will make a genuine attempt at all assessment tasks.



I have recorded due dates for assessment tasks and class work in a diary.

| | | | | | | | | | | | |
|------|------------------|---------------|--------------|--------------|-------------|------------|------------|----------------|-------------|-----------------|------------|
| | TERM 4 2017 | | | | | | | TERM 1 2018 | | | |
| | 6-10 Nov | 13-17 Nov | 20-24 Nov | 27 Nov-1 Dec | 4-8 Dec | 11-15 Dec | | 30 Jan – 2 Feb | 5-9 Feb | 12-16 Feb | 19-23 Feb |
| | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | Week 1 | Week 2 | Week 3 | Week 4 |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| | TERM 1 2018 | | | | | | | | TERM 2 2018 | | |
| | 26 Feb – 2 March | 5-9 March | 12-16 March | 19-23 March | 26-29 March | 3-6 April | 9-13 April | | 1-4 May | 7-11 May | 14-18 May |
| | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | | Week 1 | Week 2 | Week 3 |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| | TERM 2 2018 | | | | | | | | TERM 3 2018 | | |
| | 21-25 May | 28 May-1 June | 4-8 June | 12-15 June | 18-22 June | 25-29 June | 2-6 July | | 24-27 July | 30 July – 3 Aug | 6-3 August |
| | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | Week 1 | Week 2 | Week 3 |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |
| | TERM 3 2018 | | | | | | | | | | |
| | 13-17 August | 20-24 August | 27-31 August | 3-7 Sept | 10-14 Sept | 17-21 Sept | 24-28 Sept | | | | |
| | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | | | | |
| Date | | | | | | | | | | | |
| Task | | | | | | | | | | | |