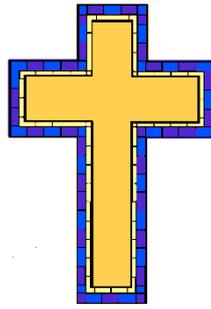




HSC Assessment Handbook YEAR 12 2019

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***Do your best
and
God will bless your efforts***



Saint Mary of the Cross MacKillop

22.11.1899

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Staff Directory

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Mrs Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Alexandra McArdle
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Michelle D'offay and Mrs Ashlee Hanson
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Fiona Green
YEAR LEADER	
Year 12 2019	Mrs Lisa Parsons
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English (Acting)	Ms Maria Woodhouse
HSIE (Human Society & Its Environment) – Ancient History, Business Studies, Economics, Geography, History Extension, Legal Studies, Modern History, Society & Culture (Acting)	Mrs Ann Martin and Mr Colin Back
Mathematics	Mrs Ruth Hayes
Dance and PDHPE (Personal Development Health & Physical Education)	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies) – Exploring Early Childhood, Food Technology, Timber, Textiles & Design	Mrs Anne Evanson
Creative and Performing Arts – Drama, Music, Visual Arts	Mrs Sue Lockwood
LOTE (Languages Other Than English)	Mrs Samantha Andersen
Learning Support	Mrs Tracy Simpson
Vocational Education & Training (VET) and TAFE –Retail Services and Hospitality	Mrs Chris Wilkinson
eLearning	Mrs Karen Powers
SPECIAL RESOURCE TEACHERS	
School Counsellor	Mrs Chris Hain
Librarian	Mrs Karen Powers
Careers Advisor	Mrs Chris Wilkinson
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
Open High School supervisor	Mrs Samantha Andersen

Lines of communication

This information is provided to you to facilitate communication between home and the college. Most issues at St Joseph's Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the table below details the lines for effective communication within the college.

**Please note that the college office/reception hours are:
8.00am – 4.00pm Monday to Friday**

ACADEMIC	STUDENT WELLBEING
<p>First</p> <p>Issues relating to specific subjects, learning and teaching, which include assignments & examinations, homework, resources and equipment, are directed to the class teacher in the first instance.</p> <p>Next</p> <p>The relevant Leader of Learning.</p> <p>As well</p> <p>If it is a specific learning difficulty question you may wish to consult with the Leader of Learning Support and/or the teacher in charge of Disability Provisions.</p> <p>Or</p> <p>If it is a question specific to careers, TAFE, university entrance you may wish to consult the Careers Advisor (Mrs Chris Wilkinson).</p> <p>Then</p> <p>The Leader of Learning and Teaching, who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESAs requirements, reporting etc.</p> <p>Then</p> <p>The Assistant Principal who works in conjunction with the Leader of Learning and Teaching on all areas of the college curriculum, learning and teaching.</p> <p>Then</p> <p>The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.</p>	<p>First</p> <p>Issues relating to student wellbeing, illness and notes, issues at home, uniform requirements, school planner, issues with public transport, student health, day to day arrangements are directed to your daughter's Pastoral Teacher in the first instance.</p> <p>Next</p> <p>The relevant Year Leader.</p> <p>As well</p> <p>At this stage you may wish to involve the College Counsellor.</p> <p>Then</p> <p>The Leader of Student Wellbeing who works with the Year Leaders, for issues in relation to student management, discipline issues, detentions, student progress, absences etc.</p> <p>Then</p> <p>The Assistant Principal who works in conjunction with the Leader of Student Wellbeing on all areas of student wellbeing.</p> <p>Then</p> <p>The Principal. All appointments with Mr McCudden are via the Principal's personal assistant.</p>

Assessment policy and procedures

1.0 *St. Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by NESAs, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.*

2.0 Notification of assessment tasks

Notification of assessment tasks will be communicated to students in writing **at least two weeks** prior to the due date.

NOTE: It is each student's responsibility to check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise. There will not be a staggered due date because of student absence.

3.0 Presenting assessment tasks

3.1 Prepared tasks

- Assessment tasks must be submitted **on the date and at the time** indicated on the notification sheet, and **only to the person designated** on the notification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).
- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching or the Assistant Principal. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching or the Assistant Principal. **No tasks will be accepted at student services/reception.**
- Assessment tasks submitted on a **usb** must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the usb to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's computers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally (e.g. email).
- Computer/technology/printing problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students should sign against their name on the class sign on register provided by the collecting teacher.
- **It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark. If this is proven, penalties (as outlined in Section 7) may be applied.**

3.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones and smart watches being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- **It is expected that students will be present the day before a task and from the start of the school day when test-style assessment tasks or examinations are scheduled, unless illness/misadventure applies. A student who is absent the day prior or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to prepare for the task. If this is proven, penalties (as outlined in Section 7) may be applied.**
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in Section 7) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed and will sign to acknowledge they are aware of the new date and time.



If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

3.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

4.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Students will be informed of their cumulative ranking at key points throughout the course. It should be noted that such rankings are **interim only** as later tasks generally have greater weightings than tasks completed earlier in the program and as a consequence, rankings may change. Final assessment marks WILL NOT be disclosed to students as per NESA policy. At the conclusion of the HSC examinations students can view their Assessment Rank Order Notice, showing their ranking in each course, via *Students Online* on the NESA website.

Considerable care is taken in marking HSC assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment task marks are recorded and stored centrally using the college's student management system, Edumate. Leaders of Learning match assessment tasks with syllabus weightings and monitor the recording of student marks. Student academic performance and cumulative ranking in each course is reported to parents twice during the HSC year. Student commitment to learning is reported to parents each term i.e. within the academic reports and as interim reports.

5.0 Non-presentation/attendance of an assessment task

A mark of zero will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. See below for details of the illness/misadventure process:

Identify the situation that applies to you, and then follow the steps down the column.

	Before the task is due	On the day the task is due: <i>unexpected illness</i>	On the day the task is due: <i>other unexpected events (misadventure)</i>
DEFINITION	You know in advance, * that you may not be able to sit for or submit an assessment task (funeral, work placement, representative sport, approved leave including family holidays etc): OR You know in advance, * that you know you will not have had fair preparation for a task (e.g. illness across an extended period):	Due to an unexpected illness, you are unable to attend school on the day that an assessment task is to be done or submitted:	Due to an unexpected events/misadventure other than illness (e.g. family emergency) you are unable to do or submit a task on the due date:
THAT DAY	1. Notify the Leader of Learning and Teaching or Leader of Learning in writing of your commitment and the reason you will not be at school <u>at least one week in advance</u> 2. Bring appropriate documents (e.g. letter from parents/guardian) that clearly state the dates affected and the reason for your inability to complete the task on time. A medical certificate is required if the prior absence was due to illness or injury. 3. Obtain an <i>Illness/Misadventure form</i> from student services at least	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a Medical Certificate dated either: * on the date of the assessment task, or * before the task date, certifying that you were unfit to attend from the date of the visit to the date of the task. 3. Collect an <i>Illness/Misadventure form</i> from student services the day	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school. 2. Obtain a <i>letter</i> from parents or guardians, or other appropriate documents (e.g. police incident number) that clearly state the dates affected and the reason for your inability to complete the task on time. 3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school.

	<p>one week prior to the assessment task.</p> <p>4. Fill out the entire student section of the form clearly explaining the reason the task cannot be completed on time. Attach documents in support of your appeal and clearly state what you are asking for (e.g. applying for a late submission/completion of a task). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>you return to school</p> <p>4. Fill out the entire student section of the form, attach medical documents and clearly state what you are asking for (e.g. to complete the task on Tuesday 15th June). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>4. Fill out the entire student section of the form, attach documents and clearly state what you are asking for (e.g. complete the task on Tuesday 15th June). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>
	<p>Any student who does not submit/attend a task on the due date at the specified time receives a mark of zero until a valid reason has been provided and the Illness/Misadventure appeal has been approved. Students have <u>one week</u> from the due date of the assessment task to lodge an Illness/Misadventure form.</p>		
<p>NEXT</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>

Every attempt must be made to submit/attend the task on the due date. Parents/students can bring hand-in tasks to the Leader of Learning, Leader of Learning and Teaching or Assistant Principal if the student is ill on the day it is due.

6.0 Student responsibilities

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

As schools are instructed **not** to make allowances for a student's poor performance due to illness or misadventure, **students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances.** This means **the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.** They should complete an Illness/Misadventure form at the earliest opportunity.

In the case of a task for submission a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning or Leader of Learning and Teaching.

A student returning to school after any absence must see the Leader of Learning and Teaching immediately upon their return to school and then contact the Leader of Learning to make arrangements for:

- completion of the same task at an alternate time, *or*
- completion of an alternate task of similar nature, *or*
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Leader of Learning and Teaching and approved by the college Principal.

A student must be prepared to sit for the assessment task, or an alternate task, on the day of their return to school. Return to school when you are best ready to perform well on such tasks.

When a student misses a scheduled examination during a formal examination period e.g. HSC trials, it is the student's responsibility to contact the Leader of Learning and Teaching as soon as possible to arrange to sit the missed examination at a later date during the examination period where suitable. Documentation supporting an illness/misadventure appeal is essential and if this appeal is not successfully upheld then a mark of zero applies.

Day 8- when a student has an outstanding hand-in assessment task or has missed an in-class assessment task from the day/s prior to Day 8, they are required to provide an Illness/Misadventure form with documentation for the Day 8 as well. Having a Day 8 as an additional day to work on a task could be seen as having an advantage over other students unless an Illness/Misadventure form is provided. Alternatively, students can come in to school on Day 8 by 9.30am and hand in their task or complete their missed in-class assessment task. Students must report to the Leader of Learning of the subject or the Leader of Learning and Teaching. If a student's Illness/Misadventure appeal is not successfully upheld then a mark of zero applies.



A student who does not comply with the procedures detailed in sections 5.0 and 6.0, especially the need to contact the Leader of Learning or Leader of Learning and Teaching, may be viewed as attempting to gain an unfair advantage in time and/or knowledge of task, and this may result in the award of a zero mark for that task.

7.0 Penalties

Penalties include the award of a zero mark which can be awarded in two instances: non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.

7.1 Non-presentation

If a task is not attended/submitted by the specified time on the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Leader of Learning and Teaching, following the appropriate procedure outlined in section 5.0, the Assessment Panel will determine that the student be awarded **a zero mark** for that task. Parents will be notified through an official non-completion of course warning letter ('N-warning'). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed to meet the course requirements.

If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.

7.2 Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task notification), parent, tutor or other.

Any work suspected of not being original will be subjected to further investigation by the Assessment Panel. If proved to be not original work, a zero mark will be awarded. **All students involved, whether borrowers or lenders of work, are subject to a zero mark** and parents will be notified in writing.

Any attempt to gain an unfair advantage over other students in terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day), additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the awarding of a zero mark with parents being notified. Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.

If a student's assessment task effort is deemed by the class teacher and Leader of Learning to be non-serious, the matter will be referred to the Leader of Learning and Teaching. If confirmed, **a zero mark** may be awarded and parents will be notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

Note that if a section of an examination/assessment task is omitted/plagiarised it will be deemed a non-attempt and contribute its weighting to the overall non-completion of percentage of assessment tasks as per NESAs policy. When a student fails to complete assessment tasks totally 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily. Students and parents are notified in writing when this rule is in danger of being breached (see Section 7.3).

7.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the warning notice is placed in the student's file.

8.0 Satisfactory progression

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has made a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course and has:

- (a) followed the course developed or endorsed by the NESAs; and**
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
- (c) achieved some or all of the course outcomes**

8.1 Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

Progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of:

- failure to fulfil course completion criteria e.g. significant omission of experiences that are integral requirements of the syllabus – practical work, field work, assignments etc.**
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course.**

8.2 Notification

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

8.3 Consequences

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an 'N' (unsatisfactory) determination will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the 'N' determination to NESAs.

Where an N-determination is applied:

- in a 1 or 2 unit course, that course will not contribute to the required pattern of study;
- in the common component of related courses (e.g. 2 unit Mathematics for a student enrolled in Extension 1), that course and the related additional course will not contribute in that year to the required pattern of study;
- in the Extension 2 additional course, that course only will not contribute in that year.

9.0 Student reviews/appeals

Students have the right to seek a review of the administration of their assessment mark. A student considering a review request should see the Leader of Learning and Teaching, who will inform her of the exact procedure to be followed.

The assessment review will be conducted by a panel consisting of the Principal, the Leader of Learning and Teaching, the Leader of Learning and class teacher. In conducting a review, NESAs require the panel to determine whether:

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

Provided that the panel is satisfied that these conditions have been met, no change will be made to the assessment mark. If a student is dissatisfied with the result of the review, she may appeal to the NESAs (check NESAs website for closing date). The only grounds for such appeals will be to judge whether the procedures followed by the school complied with NESAs policy and whether the school review was conducted appropriately.

10.0 Student transfers

For Year 12 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

11.0 Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Leader of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions (Mrs Simpson) generally before the commencement of the first assessment task of the HSC program.

Once formal notification of disability provisions has been received from NESAs, the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

Certification of HSC major works

In the following courses students are required to complete a practical component as part of the Higher School Certificate examination: Drama; English Extension 2; Industrial Technology; Music 1; Society and Culture; and Visual Arts.

Important WH&S considerations regarding major works

In relation to issues of health and safety, the development and selection of student projects, major works, exhibitions and performances should:

- recognise and reflect relevant State and National legislation, regulations and standards including those relating to occupational health and safety, animal welfare, dangerous goods, hazardous substances and weapons.

For further details regarding exclusions – refer to NESA ACE website - <http://ace.bos.nsw.edu.au/ace-9016> . **NB: Any HSC project that might be considered dangerous to health or safety may not be marked.**

Students should discuss with their class teacher the suitability of their major work and if unsure of the suitability of all or any part of their major work should consult their teacher immediately.

Before commencement

Students are not permitted to commence the major work until students have:

- received a written copy of the course specific guidelines for the project component (as outlined syllabus documents)
- been informed of the WH&S guidelines regarding major works
- read the NESA *2018 Higher School Certificate Rules and Procedures*
- submitted the Practical Project Record of Progress proforma to the class teacher containing an outline of the major work
- received consent for the project to commence from the classroom teacher

During development

During the development phase for the major works, teachers will regularly monitor and assess the student's progress. Students will need to ensure that process diaries, logbooks, body of work, journals are kept up to date. Students will also be informed about the requirements regarding outside assistance including that they discuss any proposed outside assistance with the class teacher before it is undertaken and that outside assistance must be correctly and accurately acknowledged in the major work documentation.

Submission and certification

The submission dates for completion and submission to school for major work projects are determined by NESA and are published on the NESA website.

Students will need to complete a declaration for the submitted works on which the student must certify that the submitted item or performance is their own work and that they have not worked on it after the published due time and date. The class teacher and Principal are both required to certify that the major work or performance was developed under the teacher's supervision, was the student's own work and was completed by the due date.

If either the teacher or the Principal is unable to certify any major work or performance, a non-certification report form is to be forwarded (with the major work) to NESA. The NESA will make final determinations on all cases of non-certification and advise both the school and the student at the time of the release of HSC results.

Assessment programs

Each course offered at St Joseph's Catholic College has its own assessment schedule which meets NESAs' requirements and accords with the college policy contained within this booklet. As the objectives set out in the NESAsyllabi vary from course to course, so too, will the nature and number of assessment tasks.

The following pages set out in overview the assessment programs and schedules for individual courses.

1.1 Board endorsed courses

All assessment policies and procedures outlined in this handbook apply to the Board endorsed courses offered within the college.

The assessment policies for TAFE courses are determined, published and administered by the individual colleges of TAFE.

As dual-accredited vocational education courses (VET), the industry frameworks – Hospitality, Business Services and Retail Services courses have ongoing assessment carried out within both the classroom and the workplace. A record of student achievement is maintained in a Student Log that is signed by the teacher or workplace assessor. An HSC assessment mark is not provided in the same mode as board developed and other board endorsed courses.

1.2 Pathways students

Accumulating and accelerating students are subject to all procedures outlined in this policy statement. Special arrangements will be made for students in consultation between the student, Leader of Learning, Leader of Learning and Teaching, and Assistant Principal.

1.3 Scheduling assessment tasks

Every attempt has been made to provide an even spread of assessment tasks across the available weeks of the school year. The special requirements of some programs, however, mean that there will be unavoidable 'peak hour traffic' times for assessments. Please refer to page 57 of this document for the HSC Assessment Task Distribution grid which outlines the weeks and terms for each subjects assessments.

The need for an 'assessment free' zone prior to examination periods has been recognised and tasks are not scheduled at such times. Exceptions occur when the scheduling of the task at an earlier time would in fact increase the pressure of work on the students concerned.

It is essential that students carefully organise their time to ensure that they are able to perform each task to the best of their ability. Students are encouraged to write their assessment tasks on calendars and place these above their work spaces at home.

October 2018

YEAR 12

ASSESSMENT

SCHEDULES

2018 – 2019

Category key:

BDC – Board Developed Course (BDCs are examined at the HSC)

CEC – Content Endorsed Course (CECs are not examined at the HSC)

ANCIENT HISTORY

Course: HSC
Category: BDC
Assessment period: 2018-19

OUTCOMES

Code	Descriptor
	A student:
AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

COMPONENT

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASK

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W8	AH12-4, AH12-6, AH12-7, AH12-9, AH12-10	Core topic: Cities of Vesuvius Source analysis A	5	10		5	20
T1/W4	AH12-4, AH12-6, AH12-7, AH12-9, AH12-10	Core topic: Cities of Vesuvius Source analysis B	5	10		5	20
T2/W6	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-8, AH12-9	Historical periods: extended response			20	10	30
T3/W3-4	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9	Trial HSC examination	30				30
		TOTAL	40	20	20	20	100

BIOLOGY

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4 /W7	Bio12-2, Bio12-3, Bio12-5, Bio12-7, Bio12-12	Genetics Skills Task (Core 1)	5	15	20
T2/W2	Bio12-1, Bio12-2, Bio12-3, Bio12-4, Bio12-5 Bio12-6, Bio12-7, Bio12-12, Bio12-13, Bio12-14	Depth Study	10	20	30
T2/W8	Bio12-2, Bio12-3, Bio12-5, Bio12-7, Bio12-13	Research and Presentation Task	5	15	20
T3/ W3-4	Bio12-1, Bio12-2, Bio12-3, Bio12-4, Bio12-5 Bio12-6, Bio12-7, Bio12-12, Bio12-13, Bio12-14, Bio12-15	Trial HSC examination	20	10	30
			40	60	100

Business Services (VET Curriculum Framework)

Course: HSC

Category: B – BDC

Assessment period: 2018-2019

Unit code	Unit of competency	HSC hours
BSBCMM201	Communicate in the workplace	15
BSBWHS201 *	Contribute to health and safety of self and others	15
BSBWOR202	Organise and complete daily work activities	15
BSBITU307	Develop keyboarding speed and accuracy	15
BSBITU201	Produce simple word-processed documents	20
HLTAID003	Provide first aid	20
TLIP2029 *	Prepare and process financial documents	20
BSBCUS201 *	Deliver a service to customers	15
BSBITU202	Create and use spreadsheets	20
BSBITU203	Communicate electronically	15
BSBIND201 *	Work effectively in a business environment	20
BSBINM201 *	Process and maintain workplace information	20
BSBSUS201 *	Participate in environmentally sustainable work practices	15
BSBINN201 *	Contribute to workplace innovation	15

Compulsory 70 hours work placement (over two years)

* Indicates HSC examinable units

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and weighted examination assessment marks are used to give an HSC ***estimated examination mark***.
- The HSC examines the two year course. Each unit is assessed at the completion of the unit.
- On successful completion and work placement, students will gain a Certificate II in Business Services, BSB20115.

Term/Week	Unit of competency	Task description	Weighting
2018 T1/W5	BSBCMM201, BSBITU307, BSBITU201	Event 1: Setting up a business	N/A
2018 T2/W6	BSBCMM201, BSBWHS201	Event 2: Work Ready Program	N/A
2018 T3/W 9-10	BSBCMM201, BSBWHS201, BSBWOR202 BSBCUS202	Yearly examination	N/A
2018/2019 T4 – T1	BSBCUS202, BSBSU201	Event 3: Office support services	N/A
2019 T1/W1	BSBITU202, BSBITU203, BSBITU307	Event 4: Create and use spreadsheets and communicate electronically	N/A
2019 T1/W5	BSBINM201, TLIP2029	Event 5: Financial documents Competency Task	N/A
2019 T2/W8	BSBINN201	Event 6: Innovation Competency Task	N/A
2019 T3/W3-4	BSBINM201, TLIP2029, BSBCUS202, BSBSU201, BSBWHS201, BSBWOR202, BSBINN201	Trial HSC examination	100
		TOTAL	100

BUSINESS STUDIES

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W7	H4, H5, H7, H9	Operations short answer responses	10		10		20
T1/W5	H4, H7, H8, H9	Marketing report	10	5	5	5	25
T2/W9	H6, H8, H9, H10	Financial analysis	5	10	5	5	25
T3/W3-4	H1, H2, H3, H4, H5, H10	Trial HSC examination	15	5		10	30
		TOTAL	40	20	20	20	100

CATHOLIC STUDIES

Course: HSC
Category: BEC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
6.1a	identifies and explains how God is revealed through history and culture
6.1b	explains the impact belief in eternal life has on the ways Catholics perceive and interact with the world
6.3a	researches and explains how the Church works through a range of ministries
6.3b	interprets the role of the Church in guiding its members' responses to moral and social issues
6.4a	demonstrates the relationship between the sacramental life and the Church's missionary activity
6.4b	defines the nature of both spirituality and religion and suggests how the Catholic heritage contributes to personal spirituality and identity
6.5b	investigates the manner in which the Scriptures are able to nurture prayer, reflection, ritual and action

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	30
B	Skills	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	6.1.a, 6.1.b, 6.3.a, 6.4a	The Church in the World Research presentation	9	6	15
T2/W2	6.1b, 6.3b, 6.4a, 6.5b	Catholic approach to suffering and death/Catholic ethical teaching Hand-in task	9	6	15
T3/W3-4	6.3b, 6.4a, 6.4b, 6.5b	Catholic ethical teaching/Life, work and love as a Catholic stimulus response Trial HSC examination	12	8	20
		TOTAL	30	20	50

CHEMISTRY

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4 /W9	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH-15	Research Task - Working Scientifically (Modules 5 & 6)	5	15	20
T1/W9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH12-12, CH12-13, CH12-14	Depth Study	10	20	30
T2/W8	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13, CH12-14	Research and Practical Task	5	15	20
T3/ W3-4	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	Trial HSC examination	20	10	30
			40	60	100

COMMUNITY AND FAMILY STUDIES

Course: HSC
Category: BDC
Assessment period: 2018 – 2019

OUTCOMES

Code	Descriptor
	A student :
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the socio-cultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how empowering women & men influences the way they function in society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

COMPONENTS

WEIGHTINGS

A	Knowledge & understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W3	H4.1, H4.2	Independent Research Project Phase 1		5	20
T4/W9		Independent Research Project Phase 2		15	
T2/W6	H2.1, H2.2, H2.3, H5.1, H5.2	Research and Analysis task	15	15	30
T3/W1	H3.4, H4.2	Written report Presentation	10	10	20
T3/W3-4	H3.2, H6.1, H6.2	Trial HSC examination	15	15	30
		TOTAL	40	60	100

DRAMA

Course: HSC
Category: BDC
Assessment period: 2018– 2019

OUTCOMES

Code	Descriptor
	A student:
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage and audience
H2.3	demonstrates directorial skills for theatre and other media
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

COMPONENTS

WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically studying	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W9	H1.3, H1.6, H3.1, H3.2, H3.3	Directorial Presentation Studies in Drama and Theatre	10		10	20
T1/W9-10	H1.1, H1.2, H1.3, *	Individual Project Progress/Logbook	10		10	20
T2/W10	H1.1, H1.2, H1.4, H1.5, H2.2	Group Performance Work in progress/Logbook	10	20		30
T3/W3-4	H1.1, H1.2, H1.4, H1.6, H2.3, H3.3, H3.2	Trial HSC examination: Written Exam Group performance Individual Project Interview/Reflection	10	10	10	30
		TOTAL	40	30	30	100

*Teacher will select the appropriate outcomes based on the Individual Project option selected by each student.

ENGLISH ADVANCED

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
EA 12-1	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA 12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA 12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA 12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA 12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA 12-6	investigates and evaluates the relationships between texts
EA 12-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA 12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA 12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

COMPONENTS

WEIGHTINGS

Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	Texts and Human Experience: <i>The Crucible</i> Multi-modal presentation	10	10	20
T2/W1	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	Module A: Textual Conversations – <i>Hagseed/The Tempest</i> Extended response	15	10	25
T2/W9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Module C: Craft of Writing Imaginative response	10	15	25
T3/W3-4	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	Trial HSC examination (Common module, Module A, Module B)	15	15	30
		TOTAL	50	50	100

ENGLISH EXTENSION 1

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
EE 12-1	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EEX 12-2	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE 12-3	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE 12-4	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE 12-5	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

COMPONENTS

WEIGHTINGS

- A Knowledge and understanding of complex texts and of how and why they are valued 25
- B Skills in: complex analysis, sustained composition and independent investigation 25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T1/W4	EE12-1, EE12-2, EE12-4	Tutorial Presentation	10	10	20
T2/W9	EE12-1, EE12-2, EE12-3	Critical response - in class essay	5	10	15
T3/W3-4	EE12-1, EE12-2, EE12-3, EE12-4	Trial HSC examination	10	5	15
		TOTAL	25	25	50

ENGLISH EXTENSION 2

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
EEX 12-1	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX 12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX 12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX 12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX 12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

COMPONENTS

WEIGHTINGS

A	Skills in extensive independent investigation	25
B	Skills in sustained composition	25

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	EEX 12-1, EEX 12-4, EEX 12-5	Viva voce addressing the proposal for the major work	10	5	15
T1/W7	EEX 12-1, EEX 12- 2, EEX 12-3, EEX 12-4	Literature Review – research and reflection	10	10	20
T2/W9	EEX 12-2, EEX 12-3, EEX 12-5	Critique of the creative process	5	10	15
		TOTAL	25	25	50

ENGLISH STANDARD

Course: HSC
Category: BDC
Assessment period: 2018 – 2019

OUTCOMES	
Code	Descriptor
	A student:
EN 12-1	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN 12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN 12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN 12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EN 12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to, and compose texts that include considered and detailed information, ideas and arguments
EN 12-6	investigates and explains the relationships between texts
EN 12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN 12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN 12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	Texts and Human Experience: <i>Slessor</i> Analytical response	10	10	20
T1/W7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8, EN12-9	Module A: Language, Identity and Culture - <i>Lawson</i> Multi-modal presentation	15	10	25
T2/W9	EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	Module C: <i>Craft of Writing</i> Imaginative response	10	15	25
T3/W3-4	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	Trial HSC examination (Common module, Module A, Module B)	15	15	30
		TOTAL	50	50	100

ENGLISH STUDIES

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES	
Code	Descriptor
	A student:
ES 12-1	comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES 12-2	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES 12-3	accesses, comprehends and uses information to communicate in a variety of ways
ES 12-4	composes proficient texts in different forms
ES 12-5	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES 12-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES 12-7	represents own ideas in critical, interpretive and imaginative texts
ES 12-8	understands and explains the relationships between texts
ES 12-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES 12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

COMPONENTS		WEIGHTING
A	Knowledge and understanding of course content	50
B	Skills in: comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8	Interview script (including related material)	15	10	25
T1/W7	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	Advertising pitch (multimodal presentation)	10	10	20
T2/W7	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	Reading and writing task (in class)	10	15	25
T3/W6	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	Collection of classwork (all modules)	15	15	30
		TOTAL	50	50	100

EXPLORING EARLY CHILDHOOD

Course: HSC
Category: CEC (non-ATAR)
Assessment period: 2018 – 2019

OUTCOMES

Code	Descriptor
	A student:
H1.1	analyses prenatal issues that have an impact on development
H1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
H1.3	examines the nature in different periods in childhood – infant, toddler, preschool and the early years
H1.4	analyses the ways in which family, community and culture influence the growth and development when a child has special needs.
H1.5	examines implications for growth and development when a child has special needs
H2.1	analyses issues relating to the appropriateness of a range of services for families
H2.2	critically examines factors that influence the social world of young children
H2.3	explains the importance of diversity as a positive issue for children & their families
H2.4	analyses the role of a range of environmental factors that Have an impact on the lives of young children
H2.5	examines strategies that promote safe environments
H3.1	evaluates strategies that encourage positive behaviour in young children
H4.1	demonstrates appropriate communication skills with children/adults
H4.2	interacts appropriately with children & adults from a wide range of cultural backgrounds
H4.3	demonstrates appropriate strategies to resolve group conflict
H5.1	analyses and compares information from a variety of sources to develop an understanding of growth and development
H6.1	demonstrates an understanding of decision making process
H6.2	critically examines all issues including beliefs and values that may influence interactions with others

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding	50
B	Skills	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	2.4, 2.5, 6.1, 4.3	Child health and safety research task	15	10	25
T1/W8	1.2, 1.4, 2.1, 2.2, 2.4 4.1, 6.1	Young children and media and literature Research and analysis	10	15	25
	2.3, 4.2, 6.2	Historical and cultural contexts of childhood investigation			
T2/W8	1.2, 1.3, 2.4, 2.5, 3.1, 6.1	Health and safety, literature, media Class test	15	10	25
T3/W3-4	1.3, 1.4, 1.5, 6.1, 6.2	Special needs/food and nutrition Trial HSC examination	10	15	25
		TOTAL	50	50	100

EXTENSION SCIENCE

Course: HSC
Category: BDC
Assessment period: 2018 – 2019

OUTCOMES

Code	Descriptor
	A student:
SE-1	Refines and applies the Working Scientifically process in relation to scientific research.
SE-2	Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry.
SE-3	Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan.
SE-4	Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid data sets.
SE-5	Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research.
SE-6	Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publically available data sets.
SE-7	Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report.

COMPONENTS

WEIGHTINGS

A	Communicating scientifically	30
B	Gathering, recording, analysing and evaluating data	30
C	Application of scientific research skills	40

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W10	SE-2, SE-3, SE-5, SE-7	Literature Review	15	10	5	30
T1/W8	SE-1, SE-6, SE-7	Progress Report	5	10	15	30
T3/W6	SE-1-SE-7	Scientific Research Report	10	10	20	40
		TOTAL	30	30	40	100

FOOD TECHNOLOGY changed components

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
H1.1	explains manufacturing processes and technologies used in the production of food products
H1.2	examines the nature and extent of the Australian Food Industry
H1.3	justifies processes of food product development and manufacture in terms of market. Technological and environmental considerations
H1.4	evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	evaluates the relationship between food, its production, consumption, promotion and health
H3.1	investigates operations of one organisation within the Australian Food Industry
H3.2	independently investigates contemporary nutrition issues
H4.1	develops, prepares and presents food using product development processes
H4.2	applies principles of food preservation to extend the life of food and maintain safety.
H5.1	develops, realises and evaluates solutions for a range of food situations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills designing, researching, analysing and evaluating	30
C	Skills in experimenting with and preparing food by applying theoretical concepts	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C		
T4/W7	H1.2,H3.1	Australian Food Industry depth study	5	15	5		25
T1/W9	H1.1,H1.2, H1.4	Food manufacture research	10	5	5		20
T2/W9	H1.3,H4.1	Food product development	5	5	20		30
T3/W3-4	H1.1,H1.2, H1.3,H1.4, H2.1,H3.2, H4.2,H5.1	Trial HSC examination	20	5			25
		TOTAL	40	30	30		100

GEOGRAPHY

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
H1	explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
H2	explains the factors which place ecosystems at risk and the reasons for their protection
H3	analyses contemporary urban dynamics and applies them in specific contexts
H4	analyses the changing spatial and ecological dimensions of an economic activity
H5	evaluates environmental management strategies in terms of ecological sustainability
H6	evaluates the impacts of, and responses to, environmental change
H7	justifies geographical methods applicable and useful in the workplace and relevant to a changing world.
H8	plans geographical inquiries to analyse and synthesise information from a variety of sources
H9	evaluates geographical information and sources for usefulness, validity and reliability
H10	applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
H11	applies mathematical ideas and techniques to analyse geographical data
H12	explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
H13	communicates complex geographical information, ideas and issues effectively using appropriate written and/or oral, cartographic and graphic forms.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical tools and skills	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W9	H2, H5, H6, H7, H8, H9, H10, H13	Ecosystems research assignment	10	5	5	10	30
T1/W7	H1, H3, H13	Urban places essay	10			10	20
T2/W9	H5, H3, H6, H13	Fieldwork task	5		15		20
T3/W3-4	H1, H2, H3, H4, H5, H6, H9, H11, H12, H13	Trial HSC examination	15	15			30
		TOTAL	40	20	20	20	100

HISTORY EXTENSION

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
HE 12-1	analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
HE 12-2	plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
HE 12-3	communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
HE 12-4	constructs an historical position about an area of historical inquiry and discusses and challenges other positions

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of significant historiographical ideas and processes	40%
B	Skills in designing, undertaking and communicating historical inquiry and analysis	60%

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T2/W8	HE 12.1, HE 12.2, HE 12.3	The Project: Historical process: proposal, process log, annotated sources		30	30
T2/W8	HE 12.1, HE 12.2, HE 12.3	The Project: Essay	10	30	40
T3/W3-4	HE12.1, HE 12.2, HE 12.3	Trial HSC examination	30		30
		TOTAL	40	60	100

HOSPITALITY (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B – BDC
Assessment period: 2018-2019

	Unit Code	Unit of Competency	HSC hours
Mandatory	SITXFSA101	Use hygienic practices for food safety	10
	SITXWHS001	Participate in safe work practices	15
	BSBWOR203	Work effectively with others	15
	SITHIND002	Source and use information on the hospitality industry	20
Kitchen operations and cookery stream	SITHCCC01	Use food preparation equipment	20
	SITHCCC005	Prepare dishes using basic methods of cookery	40
	SITHKOP001	Clean kitchen premises & equipment	10
	SITXFSA002	Participate in safe food handling practices	15
HSC elective	SITHCCC002	Prepare and present simple dishes	20
	SITHCCC003	Prepare and present sandwiches	10
	SITHCCC006	Produce appetisers and salads	25
	HLTAID003	Provide first aid	20
	SITXINV002	Maintain the quality of perishable items	5
	SITHFAB205	Prepare and serve espresso coffee	15
	SITHCCC011	Use cookery skills effectively	10

Compulsory 70 hours work placement (over the 2 years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and weighted exam assessment marks are used to give an HSC **estimated examination mark**.
- The **HSC examines the two year course**. Each unit is assessed at the completion of the unit
- On successful completion of competencies and work placement, students will gain a Statement of attainment towards Certificate II in Kitchen Operations SIT20312, SIT12v2. Students are required to complete task (portfolio task for SITHCCC207 Use cookery skills effectively to gain Certificate II in Kitchen Operations SIT20312).

Term / Week	Task Description	Weightings	Unit of Competency
2018 T2/W2	Task – written/practical	N/A	SITHCCC101 Use food preparation equipment
2018 T2/ W6	Half-yearly examination	N/A	SITXFSA101 Use hygienic practices for food safety SITXWHS101 Participate in safe work practices SITXFSA201 Participate in safe food handling practices
2018 T3/W3	Work placement 1	N/A	Compulsory 35 hours
2018 T3/W7	Task – written/practical	N/A	SITHCCC102 Prepare simple dishes SITHKOP101 Clean kitchen premises & equipment
2018 T3/ W9-10	Yearly examination	N/A	All mandatory, Kitchen Operations and Cookery stream and elective units of competency covered so far
2018 T3/W10	Task – written practical (External)	N/A	HLTAID003 Provide first aid
2018 T4/W 8 2018 T4/W 9	Task – practical written	N/A	BSBWOR203B Work effectively with others SITHCCC202 Produce appetisers and salads SITHCCC103 Prepare sandwiches
2019 T1/W7 T2/W5	Task – Part 1 written/ Part 2 Written/Practical	N/A	SITHCCC201 Produce dishes using basic methods of cookery SITXINV202 Maintain the quality of perishable items
2019 T1/W5	Work placement 2	N/A	Compulsory 35 hours or RPL (subject to approval)
2019 T2/W9-10	Task – written	N/A	SITHIND201 Source and use information on the hospitality industry
2019 T2 (TBA) Day 8-full day	Task – written/practical (External)	N/A	SITHFAB204 Prepare and serve espresso coffee
2019 T3/W4-5	Trial HSC examination (written examination)	100	All mandatory units of competency and associated units of competency – Kitchen Operations and Cookery stream
2019 T3/W9	Task – Portfolio of service periods	N/A	SITHCCC207 Use cookery skills effectively NB: Required for SIT20312 Certificate 11 in Kitchen Operations
	TOTAL	100	

NOTE: Every practical task is an assessable item towards competency. All students must be present on allocated practical days. If a student is away, it is her responsibility to collect ingredients and required paperwork on returning to school. *Students must supply own food if not collected shortly after practical lesson due to health reasons.* Submit photographic evidence of the completed practical on signed documentation within 2 weeks of the original practical lesson. Students must be included in the photographs wearing full hospitality uniform. *Theory work is associated with every practical task and must be completed by the set date in class in order to achieve full competency.*

INDUSTRIAL TECHNOLOGY: TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
H1.1	investigates industry through the study of businesses in one focus area
H1.2	identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
H1.3	Identifies important historical developments in the focus area industry
H2.1	demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
H3.1	is skilled in sketching, producing and interpreting drawings
H3.2	selects and applies appropriate research and problem-solving skills
H3.3	applies design principles effectively through the production of projects
H4.1	demonstrates competence in practical skills appropriate to the major project
H4.2	explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H4.3	critically applies knowledge and skills related to properties and characteristics of materials/components
H5.1	selects and uses communication and information processing skills
H5.2	selects and applies appropriate documentation techniques to project management
H6.1	evaluates the characteristics of quality manufactured products
H6.2	applies the principles of quality and quality control
H7.1	evaluates the impact of the focus area industry on the social and physical environment
H7.2	analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Knowledge and skills in the design, management, communication Production of a major project	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	H5.1,H5.2, H7.1, H2.1, H3.3	Development and submission of major project ideas		20	20
T1/W8	H1.1, H1.2	Industry report	10	10	20
T3/W1	H1.1,H1.2,H3.2, H4.1, H4.2, H5.1, H6.2	Folio progress mark	10	20	30
T3/W3-4	H1.1,H1.2, H1.3,H3.1, H4.3, H6.1, H7.1, H7.2	Trial HSC examination	20	10	30
		TOTAL	40	60	100

LEGAL STUDIES

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
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 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 relationship 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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W9	H1, H4, H5, H6, H7, H8, H9	Crime: case study/media file crime essay	5	5	10	5	25
T1/W9	H1, H2, H3, H4, H5, H6, H7, H9, H10	Crime and Human Rights Topic Test	15	5		5	25
T2/W8	H2, H3, H4, H5, H6, H7, H8, H9, H10	Focus study 1: Family. Media file and related written task	5	5	10	5	25
T3/W3-4	H1, H2, H3, H4, H5, H6, H7, H9, H10	Trial HSC examination	15	5		5	25
		TOTAL	40	20	20	20	100

MATHEMATICS STANDARD 2

Course: HSC
Category: BDC
Assessment period: 2018 – 2019

OUTCOMES

Code	Descriptor
	A student:
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations
MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

COMPONENTS

WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W5	MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Hand-in Task	10	5	15
T1/W7	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	Topic test	15	20	35
T2/W5	MS2-12-1, MS2-12-2, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	Topic test	10	10	20
T3/W3-4	MS2-12-1 to 10 Note: The Mathematics Standard Year 11 course will be assumed knowledge for this examination and may be examined.	End of Course Examination	15	15	30
		TOTAL	50	50	100

MATHEMATICS

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
P1	demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2	provides reasoning to support conclusions which are appropriate to the context
P3	performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4	chooses and applies appropriate arithmetic, algebraic, graphic, trigonometric and geometric techniques
P5	understands the concept of a function and the relationship between the function and its graph
P6	relates the derivative of a function to the slope of its graph
P7	determines the derivative of a function through routine application of the rules of differentiation
P8	understands and uses the language and notation of calculus
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 expression 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

COMPONENTS

WEIGHTINGS

A Concepts, skills and techniques
 B Reasoning and communication

50
50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Up to 20% of the assessment of the Mathematics HSC course may be based on the Preliminary Mathematics course.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	H1,H2, H4, H5, H7, H9	Topic test	5	5	10
T1/W9	H1-H9 and P1-P8	Topic test	15	15	30
T2/W5	H1,H2, H4, H5, H6, H7, H8, H9	Topic test	15	15	30
T3/W3-4	H1 - H9 and P1-P8	End of Course Examination	15	15	30
		TOTAL	50	50	100

MATHEMATICS EXTENSION 1

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
PE1	appreciates the role of mathematics in the solution of practical problems
PE2	uses multi-step deductive reasoning in a variety of contexts
PE3	solves problems involving permutations and combinations, inequalities, polynomials, circle geometry and parametric representations
PE4	uses the parametric representation together with differentiations 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
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
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

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Up to 20% of the assessment of the Mathematics Extension 1 HSC course may be based on the Mathematics Extension 1 Preliminary course.
- The Preliminary Mathematics Extension 1 and Mathematics courses are assumed knowledge for all assessment tasks.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W7	HE1, HE2, HE6, HE7	Topic test	5	5	10
T1/W9	PE1-PE6, HE1, HE2, HE4, HE6, HE7 H1 - H9 and P1-P8	Topic test	15	15	30
T2/W5	HE1, HE3, HE5, HE7	Topic test	15	15	30
T3/W3-4	PE1-PE6, HE1-HE7 H1 - H9 and P1-P8	End of Course Examination	15	15	30
		TOTAL	50	50	100

MATHEMATICS EXTENSION 2

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
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

COMPONENTS

WEIGHTINGS

A	Concepts, skills and techniques	50
B	Reasoning and communication	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- All Preliminary and HSC content in Mathematics and Mathematics Extension 1 is assumed knowledge for the Mathematics Extension 2 course

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W8	E1, E2, E3, E6, E9	Topic test	5	5	10
T1/W7	E1, E2, E3, E4, E6, E8, E9	Topic test	15	15	30
T2/W5	E1, E2, E3, E4, E7, E8, E9	Topic test	15	15	30
T3/W3-4	E1, E2, E3, E4, E5, E6, E7, E8, E9	End of Course Examination	15	15	30
		TOTAL	50	50	100

MODERN HISTORY

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluations of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W9	MH12-4, MH12-6, MH12-7, MH12-9	Core topic: source study	5	10		5	20
T1/W8	MHI2-1, MHI2-2, MHI2-3, MHI2-5, MHI2-8, MHI2-9	National study: extended response	10		10	5	25
T2/W7	MHI2-1, MHI2-2, MHI2-3, MHI2-5, MHI2-8, MHI2-9	Peace and conflict: extended response	10		10	5	25
T3/W3-4	MHI2-1, MHI2-2, MHI2-3, MHI2-4, MHI2-5, MHI2-6, MHI2-7, MHI2-9,	Trial HSC examination	15	10		5	30
		TOTAL	40	20	20	20	100

MUSIC 1

Course: HSC
Category: BDC
Assessment period: 2018 – 2019

OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
H1	performs stylistically, music that is characteristic of topics, studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, & discusses the use & effects of technology in music

COMPONENTS

WEIGHTINGS

A	Performance Core	10
B	Musicology Core	10
C	Composition Core	10
D	Aural Core	25
E	Electives (Performance, Composition or Musicology)	45

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
T4/W9	H1, H2, H3, H4, H5, H6 H7, H8	Core Composition Impro Aural Analysis			10	10		20
T1/W10	H1, H2, H3, H4 H5, H6, H7, H8	Core Performance Musicology	10	10				20
T2/W7	H1, H2, H3, H4 H5, H6, H7, H8	Elective submission (perform piece OR submit composition and composition portfolio OR complete a viva voce and submit Musicology portfolio) for THREE electives					30	30
T3/W3-4	H1, H2, H3, H4 H5, H6, H7, H8	Trial HSC examination: Aural examination Elective submission (perform, compose, musicology) for THREE electives at 5% each.				15	15	30
		TOTAL	10	10	10	25	45	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: HSC
Category: BDC
Assessment period: 2018 - 2019

OUTCOMES

Code	Descriptor
	A student:
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 the new public health approach to health promotion
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
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

COMPONENTS

WEIGHTINGS

A. Knowledge and understanding of course content	40
B. Skills in critical thinking, research, analysis and communicating	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/W9	H7, H8, H9, H10, H11, H14, H15, H16, H17	Research – Core 2: Factors Affecting Performance	10	15	25
T1/W9-10	H7, H8, H9, H10, H11, H14, H15, H16, H17	Option 4 - Investigation	10	10	20
T2/W9	H1, H2, H3, H4, H5, H6, H16, H17	Research & Response – Core 1	10	15	25
T3/W3-4	H1-H11, H13, H14, H15, H16, H17	Trial HSC examination	10	20	30
		TOTAL	40	60	100

PHYSICS

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
PHY12-1	develops and evaluates questions and hypotheses for scientific investigation
PHY12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PHY12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PHY12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PHY12-5	analyses and evaluates primary and secondary data and information
PHY12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PHY12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PHY12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PHY12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PHY12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PHY12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T1 / W5	PHY12-1-7, PHY12-12	Depth Study	15	20	35
T2 / W4	PHY12-2, PHY12-3 PHY12-13, PHY12-14	Practical Investigation Task	5	30	35
T3 / W3-4	PHY12-1-15	Trial HSC examination	20	10	30
TOTAL			40	60	100

RETAIL SERVICES (VET CURRICULUM FRAMEWORK)

Course: HSC
Category: B - BDC
Assessment period: 2018 - 2019

Unit code	Unit of competency	HSC hours
SIRXWHS002	Contribute to workplace health and safety	15
SIRXIND002	Organise and maintain the store environment	10
SIRXCOM002	Work effectively in a team	15
SIRXIND001	Work effectively in a service environment	20
SIRXCEG001	Engage the customer	20
SIRXCEG002	Assist with customer difficulties	20
SIRXCEG003	Build customer relationships and loyalty	20
SIRXPDK001	Advise on products and services	20
SIRXSLS001	Sell to the retail customer	15
SIRXSLS002	Follow point of sale procedures	20
SIRRTF001	Balance and secure point of sale terminal	15
SIRXRSK001	Identify and respond to security risks	15
SIRRINV001	Receive and handle retail stock	20
SIRRMER001	Produce visual merchandise displays	20

Compulsory 70 hours work placement (over two years)

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- This is a competency based course and weighted examination assessment marks are used to give an HSC **estimated examination mark**.
- The **HSC examines the two year course**. Each unit assessed at the completion of the unit.
- On successful completion of competencies and work placement students will gain a Certificate III in Retail Services SIR30216

Term/Week	Unit of competency	Task description	Weighting
2018 T2/W6	SIRXIND002 SIRXWHS002 SIRXCOM002	Organise and maintain the Store environment Contribute to workplace health And safety Work effectively in a team	Work Ready Program N/A
2018 T3/W9-10	SIRXIND001 SIRXCEG001 SIRXCEG002 SIRXCEG003	Work effectively in a service environment Engage the customer Assist with customer difficulties Build customer relationships And loyalty	Yr 11 yearly examination N/A
2019 T3/W3-4	SIRXRSK001 SIRRINV001 SIRRMER001 displays	Identify and respond to Security risks Receive and handle retail stock Produce visual merchandise	Yr 12 trial HSC examination 100
		TOTAL	100

SOCIETY AND CULTURE

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methods	30
C	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
T4/W8	H1, H5, H6, H7, H8, H9, H10	Oral presentation: Personal Interest Project progress 15% Presentation paper 5%			20	20
T1/W9	H1, H2, H3, H5, H9, H10	Writing task: core topic Social and Cultural Continuity and Change	20			20
T2/W5	H1, H2, H4, H6, H7, H8, H9, H10	Secondary research on Depth Study One		30		30
T3/W3-4	H1, H2, H3, H5, H9, H10	Trial HSC examination	30			30
		TOTAL	50	30	20	100

STUDIES OF RELIGION I

Course: HSC
Category: BDC
Assessment period: 2018-2019

OUTCOMES

Code	Descriptor
	A student:
H1	explains aspects of religion and belief systems
H2	describes and analyses the influence of religion and belief systems on individuals and society
H3	examines the influence and expression of religion and belief systems in Australia
H4	describes and analyses how aspects of religious traditions are expressed by their adherents
H5	evaluates the influence of religious traditions in the life of adherents
H6	organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	conducts effective research about religion and evaluates the findings from the research
H8	applies appropriate terminology and concepts related to religion and belief systems
H9	coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms.

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4/W8	H1,2,3,6,7,8,9	Short answer responses to source material	5	5		5	15
T2/W2	H1,2,4,5,6,7,8,9	Research essay on Unit Two	5		10		15
T3/W3-4	H1,2,3,4,5,6,8,9	Trial HSC examination on Units One, Two and Three	10	5		5	20
		TOTAL	20	10	10	10	50

VISUAL ARTS

Course: HSC
Category: BDC
Assessment period: 2018- 2019

OUTCOMES

Code	Descriptor
	A student:
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

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art criticism and art history	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T1/W6	H1, H2, H3, H4,	VAPd and developing Body of Work Interview and submission of VAPd documenting initial artmaking experimentation and investigation, analysis of individual artmaking practice through component of content as well as research and analysis of selected influencing artists practice	20		20
T1/W9-10	H7, H8, H10	Research and Written Extended Response Explanation of the roles and relationships between the agencies of the artworld and Case Study artists.		20	20
T3/W1	H2, H3, H4, H5, H6	Resolving the Body of Work Submission of near completed BOW, VAPd documentation, written reflections including explanations of intentions and the links between material and conceptual practice	30		30
T3/W3-4	H7, H8, H9, H10	Trial HSC examination		30	30
		TOTAL	50	50	100

YEAR 12 2019 HSC ASSESSMENT HANDBOOK ACKNOWLEDGEMENT

I _____, (print name) acknowledge that I have received the 2018 St Joseph's Catholic College HSC Assessment Handbook.

I am aware of the assessment policy and schedules contained within the handbook and the requirements for each course, particularly the sections relating to **non-presentation of a task by the due date including Day 8, attendance prior to a task and the penalties which can be applied.**

I acknowledge that students achieve to the best of their abilities and potential by taking responsibility for the outcome of their education. To assist with this I should:

- organise an efficient program of study and work
- complete and submit all assessment tasks by the due date and to the best of my ability
- seek advice and assistance from teachers and discuss any needs I have with them
- seek clarification from teachers to avoid any misunderstandings regarding marks awarded for specific tasks
- read and keep this assessment handbook in an accessible place for reference
- know that this HSC assessment handbook can be located on the college website
- ensure my parents/carers are familiar with the assessment policy in this handbook
- be familiar with all assessment requirements and deadlines for each course.

Student signature: _____ Pastoral class: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

**This page is to be left in the handbook.
A separate duplicate colour sheet is enclosed. It is to be completed and returned to
Mrs McArdle's office.**

ILLNESS / MISADVENTURE FORM
HSC course

Name: _____ Pastoral class _____ Year _____

Course: _____ Class teacher: _____

Nature of assessment ask (essay, oral, test etc.): _____

Due date: _____ Period: _____

- I declare that I was absent from an assessment task I require an extension of time
- I was/will be absent the day before the due date of a task

EXPLANATION:

Use back of sheet if more space needed

- The following documentary evidence is provided: Medical Certificate
 Note from Parent/Carer
 Permission from Principal
 Other _____

The college was contacted by phone Yes No

Student's signature: _____ Parent's signature: _____

Date: _____

DECISION

- Alternate assessment task to be set Date due: _____
- Extension of time granted Due Date: _____
- Penalty of _____ incurred
- Estimate to be given
- No credit for this assessment task
- Other action _____

Leader of Learning Date: _____

Leader of Learning and Teaching Date: _____

Office:

Copies to: Student Leader of Learning Year Leader Student Services

Original to: Leader of Learning and Teaching

HSC assessment task distribution 2018-19

Week	Term 4	Term 1	Term 2	Term 3
1		Business Services	Advanced English	CAFS Ind. Tech. Timber Visual Arts
2			Biology Catholic Studies SRE	<i>Interruption & assessment free week</i>
3	CAFS			Trial HSC Examination Period
4		Ancient History Extension 1 English	Physics	
5	Maths Standard	Business Services Business Studies Hospitality Physics	Hospitality Mathematics Maths Extension 1 Maths Extension 2 Maths Standard Society and Culture	
6		Visual Arts	Ancient History CAFS Extension Science	English Studies
7	Biology Business Studies Catholic Studies Exploring E. Childhood Food Technology Mathematics Maths Extension 1	Geography Hospitality Standard English English Studies Extension 2 English Maths Standard Maths Extension 2	English Studies Modern History Music	
8	Ancient History Maths Extension 2 Ind. Tech. Timber SRE Society and Culture	Extension Science Exploring E. Childhood Modern History Ind. Tech. Timber	Biology Business Services Chemistry Exploring E. Childhood History Extension Legal Studies	
9	Chemistry CAFS Drama English Advanced English Studies Standard English Extension 2 English Geography Legal Studies Modern History Music PDHPE	Chemistry Drama Food Technology Hospitality Legal Studies Mathematics Maths Extension Society and Culture Visual Arts	Business Studies Standard English Advanced English Extension 1 English Extension 2 English Food Technology Geography PDHPE	Hospitality
10	Extension Science	Music PDHPE	Drama	