A full and comprehensive list of all HSC Syllabuses and course outcomes can be located in the syllabus documents on the NSW Education Standards Authority (NESA):


2. Click on the hyperlink for HSC syllabuses on the left hand side. Select the syllabus document you wish to view.
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Introduction

What is assessment?
Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the context of the HSC, these purposes include: monitoring student progress, furthering student learning, reporting student achievements in relation to the standards established for each course and contributing to the calculation of the Australian Tertiary Admissions Rank (ATAR).

School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects.

At the conclusion of the HSC assessment program, your school will submit a school based assessment mark to NESA for each of your courses. The mark will be based on your performance in the tasks in your school’s assessment program. The assessment mark submitted by your school is adjusted (moderated) to produce the assessment mark that appears on your Record of Achievement. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale. The school group’s assessment marks are adjusted based on the performance of the group in the HSC examination and are aligned to achievement standards. The rank order of students as submitted by the school is not changed. The moderation process has no effect on examination marks.

School-based assessment tasks will contribute to 50% of your HSC mark. Your school assessment mark will be based on your performance in assessment tasks you have undertaken during the course. The other 50% will come from the HSC examination.

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your Preliminary study pattern and 10 units in your HSC study pattern.

On satisfactory completion of your HSC you will receive a portfolio containing:
- Record of Achievement
- HSC Course Report
- HSC Result Notice
- Life Skills profile of Achievement for students following a Life Skills course.
1. HSC AND POST-SECONDARY STUDY REQUIREMENTS

1.1 Pattern of Study Requirements for the HSC
Minimum of:

- 12 units of Preliminary courses and
- 10 units of Higher School Certificate courses

Both your Preliminary course pattern and your HSC course pattern must include:

- at least 6 units of Board Developed courses
- at least 2 units of a Board Developed course in English
- at least three courses of 2 units value (or greater)
- at least 4 subjects

N.B. No more than 6 units of courses in Science can contribute to Higher School Certificate eligibility.

1.1 Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is a rank calculated by the Universities of which the top rank is an ATAR of 99.95. It is based upon performance in the NESA HSC examinations. It is a scaled aggregate of the best units of Board Developed Courses including:

- at least 10 units of Board Developed courses
- including at least 2 units of English and
- at least 3 courses of 2 units of greater and at least 4 subjects and
- no more than one VET examination will be calculated in your ATAR

The ATAR is about position - where a student is ranked across the entire candidature of students who are eligible for an ATAR.

1.2 HSC/TAFE Credit Transfer

Credit transfer from the HSC to the TAFE system is available for some courses, particularly Industry Curriculum framework - VET courses. This means that your HSC studies can give you credit or advanced standing towards some certificate and diploma courses in TAFE. See the Careers Adviser for full details of TAFE courses which accept advanced standing, and the level of HSC achievement necessary.
2. **HSC ASSESSMENT POLICY**

2.1 **Your teachers and Head Teachers will assist you by:**

- Providing written notice of:
  - assessment components and weightings
  - the nature of each assessment task including assessment criteria
  - the timing of each task with a minimum of 2 weeks notice in writing
  - the mark value of each task
  - the school policy for valid absences/lateness
  - providing feedback after each task of what you did well and what you can do to improve
  - verifying assessment work that is completed outside the school
  - sending warning letters to students in danger of not satisfactorily completing a course
  - providing an assessment free zone of two weeks before the Trial HSC unless the task has been given to you more than one term in advance and it is a hand in task
  - providing marking guidelines for each assessment item.

2.2 **You need to be aware of the following expectations:**

- The day on which a task is due is a normal school day requiring students to attend all classes as usual. Any partial absence or fractional truancy will automatically result in a mark of zero. Students who are absent on any day are responsible for ascertaining if an assessment task has been set for any subject. Extension students, or students doing off line subjects, who have after school and/or lunchtime lessons in which a task is due, must attend all lessons during that day. Failure to do so will result in a mark of zero being awarded.

  Assessment Tasks will be due by 8:30am unless otherwise specified by your teacher.

- If you are absent on the due date and come into school to submit your task you must have a doctor’s certificate otherwise a mark of zero will be awarded.
- Make a serious attempt at all assessment tasks.
- Submit only your own, original work.
- Save drafts to an external disc. Keep hand written rough drafts. (See over for issues relating to computer failure).
- In examinations or in-class tasks
  - obey the instructions of the supervising teacher
  - maintain silence for the period of the examination or task
  - allow other students to work undisturbed
  - take to your desk only the equipment that is specifically permitted
2.3 It is important to remember:

- School assessment marks contribute to 50% of your final HSC marks
- If for any serious reason you are not able to sit for your HSC exams, your total HSC mark may, at the discretion of the NSW Education Standards Authority be constituted from your assessment mark.
- All assessments must be completed as they fall due. Missed assessments usually attract a mark of zero unless a genuine case of illness and/or misadventure is demonstrated.

It is also important to understand the legal umbrella covering the award of a Higher School Certificate as set out below.

**NSW Department of Education Legislation: The Act**

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Principals may determine that, as a result of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously.

This means that you must complete both assessable **and** non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal’s certification and, therefore, the award of an HSC.

‘N’ warning letters will be issued if your progress is not adequate; your work is of a poor standard; you don’t work in class or do home assignments; you don’t make a serious attempt in examinations or assessment tasks; or you are absent too often. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.
2. HSC ASSESSMENT POLICY ........ continued

2.4 HSC Assessment Procedures

• Students who believe a task has been incorrectly marked should discuss the matter with the class teacher concerned. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

• In the event that a student is absent on the day a task is undertaken in class it is the student’s responsibility to see the Head Teacher of the subject as soon as practicable on the morning of their return to school following the missed task to arrange to complete the task. The Head Teacher of the course will decide what sort of task will need to be completed as well as the alternative time to sit the task. In ALL instances an Illness/Misadventure Form (available from the Deputy Principal) must be completed, signed by a parent and given to the Head Teacher with all necessary evidence supporting your claim.

• Assessment tasks may be handed in prior to the due date. Therefore, being absent on the last date for submission may not be a sufficient excuse for late submission. In such situations the Deputy Principal and Head Teacher of the course will decide whether marks will be allocated based upon the evidence submitted with the prescribed Illness/Misadventure form.

• In exceptional circumstances the Principal may authorise an estimate to be given for a missed task.

• Students who undertake compulsory work placement or work experience should not be disadvantaged. If the student has sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is the student’s responsibility to notify their teacher and Head Teacher once they become aware that they will be on work placement when the task is due.

• Students who are aware they will be absent on the day of an assessment due to some other school commitment will be required to notify their Head Teacher of the clash of dates. Staff will arrange an alternative option for completing and/or submitting the task that does not disadvantage any student.

• If students choose to prepare and produce work with the use of computer technology it is their responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated malfunction, even theft, without evidence of “work in progress” is not a reason for late submission.

• Students who believe they have been unfairly treated may seek clarification from the Head Teacher of the course. If the student wishes to appeal a decision, they must put their concern in writing and submit it to the Deputy Principal within a week of the return to them of the task mark. The Deputy Principal will then form a Review Panel, consisting of themselves and two Head Teachers (one from the KLA in question). The student will then be informed of the decision, in writing.
2. HSC ASSESSMENT POLICY ........ continued

2.5 Malpractice

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Examples of malpractice include:

- Copying someone else’s work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person’s work and presenting it as your own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Detected malpractice will limit a student’s marks and jeopardise their HSC. One or more of the following will apply:

- Reduced marks for all or part of the examination or task.
- Zero marks for part or all of the examination or task.
- Placement on the NESA register of malpractice.
- Loss of one or more courses towards the HSC award.
- Damage to the student’s ability to apply for entry to TAFE or university courses or scholarships.
2.6 Completion of Assessment Tasks

You are expected to undertake ALL assessment tasks set.

The minimum requirement for Board Developed Courses is that the tasks you complete contribute in excess of 50% of the available marks.

It is emphasised that completion of tasks totalling exactly 50% is NOT sufficient!

If you don’t comply with this ruling, the Principal will not certify that you have satisfactorily completed the course - so you will not be eligible to be awarded the HSC in that subject.

HSC assessment tasks contribute 50% in value to the final HSC mark. It is, therefore, essential that students complete every task to the very best of their ability in order to maximise their HSC results.

2.7 ‘N’ Waming Letters and ‘N’ Awards

In order to meet the requirements of the HSC students are required to demonstrate that they have met the following criteria:

(a) followed the course of study
(b) worked in a sustained and diligent manner
(c) achieved some or all of the course outcomes.

In order to meet these criteria students need to attend school regularly, the NSW Department of Education suggests that 15 days absence per year is acceptable. If students do not have an acceptable pattern of attendance they will not be able to follow the course of study or demonstrate the outcomes. Students must also complete all assessment tasks, classwork, homework and, where applicable, practical tasks and experiences.
An ‘N’ warning may be issued if:

- Your class work is incomplete
- Your homework is incomplete
- Your assessments, assignments, practical work, major works, competencies are incomplete
- Your attendance is unsatisfactory

The functions of the warning letter are:

- To let you and your family know that progress is becoming unsatisfactory
- To give you a chance to improve your progress before it is too late
- To help you to achieve the best results you can

If you receive ‘N’ determination course warning letters covering three separate assessment areas in a course you can be deemed to have not met requirements of the course. It is imperative that you redeem yourself of these ‘N’ determination letters by completing the work requested. If the outstanding work to be completed is an assessment task, while the ‘N’ determination will be redeemed the assessment mark for that task will be Zero.

If you are recommended for a ‘N’ Award, you will be required to meet with the Principal and Deputy Principal who will explain the Appeal process to you. The school will have given you notice that you were approaching a ‘N’ Award and specified in which aspects of the course you were not meeting requirements.

If there are exceptional circumstances affecting application and performance they must be brought to the school’s attention well before an ‘N’ Award is recommended.

An ‘N’ award means that the subject for which you receive the ‘N’ will not be included in your HSC result, nor will you receive a Record of Achievement unless you have satisfactorily completed 10 other units.
2. **HSC ASSESSMENT POLICY  ........ continued**

2.8 **Students Failing to Achieve Satisfactory Progress - Senior Review Panel**

**Leumeah High School**  
**Monitoring of Senior Students Experiencing Difficulty**

The following procedures are designed to assist senior students who fail to attend school on a regular basis and/or fail to complete mandatory work requirements in Year 11 and/or 12 as determined by NESA and, as a consequence, fail to achieve satisfactory progress. Students in Year 11 and 12 will be monitored regularly each term to ensure that each student is meeting requirements. Students identified as not meeting requirements will be placed on review. When this occurs, the following processes will occur.

**Frequency:**

Reviews will occur as a minimum in Week 4 and Week 9 each term.

**Criteria for Student Placement of Review: Any one of the following.....**

(a) Students who have received 2 or more warning letters in one subject or 3 or more N awards in two or more subjects and have not subsequently completed the task.

(b) Students whose overall attendance has fallen below 85%.

(c) Students whose attendance is below 85% for 3 or more subjects (as determined by PxP).

(d) Students with a regular pattern of lateness to school.

Review lists will be prepared by the Year 12 Study Co-ordinator. Senior Executive can nominate students for review while Head Teachers or Year Advisors may recommend a student for review (to be determined by the Senior Executive).

**First Review**

Review Panel Composition - (First Review)
Any three of: Deputy Principal of Year, Year Advisor, Careers Advisor, Year 12 Study Co-Ordinator

**Process: Interview 1**

Each student placed on review will be required to attend an interview with their parent. Students will be placed on a four week monitoring program. Issues discussed will include:

* Class work  
* Focus in class  
* Attendance  
* Completion of assessment tasks and class work.
2. **HSC ASSESSMENT POLICY - 2.8 .......... continued**

Students will be placed on a monitoring book (Purple) for four weeks with each period, monitoring 3 areas:

- Punctuality
- Work completed
- Assessment Tasks up to date

Additional support required to be discussed ... eg SLSO, mentor, School Counsellor referral and provided as appropriate, ie alternate pathways.

Purple Monitoring Card to be completed each lesson. At the end of 4 weeks, students who have achieved 90% satisfactory rating on each criteria are congratulated and a letter will be sent home notifying the student of their improvement. Students who have not met the criteria require a second interview with parents.

**Second Review**

Panel Composition
Any three (of 5) of: Principal, Deputy Principal of Year, Year Advisor, Careers Advisor, Year 12 Study Co-ordinator.

**Process : Interview 2**

Students who have not met the expectations of the first 4 week period will be required to attend a second interview along with their parents. Students will be placed on a second 4 week program under the conditions indicated above.

The Monitoring Card is to be completed each lesson. Students who have achieved 90% satisfactory completion for each criteria are congratulated and a letter will be sent home officially notifying the student of their improvement. For students who fail to meet requirements after a second 4 week period, the following will occur:

**Failure after 2nd review - Compulsory Parent Interview**

Students in Year 12 who fail the second four week program, following a third interview, will be given a final two week period to complete all outstanding work and/or improve attendance to at or above 90%. If a Year 12 student fails to meet requirements regarding satisfactory completion of work or attendance, then the Year 12 student will be deemed unsatisfactory and will be expelled from school under the provisions of the Suspension/Expulsion Policy of the Department of Education and Communities for unsatisfactory participation (provided they are 17 years or older).
2.9 Illness or Misadventure

- If you know you will be away at the time of an assessment task with a valid reason (e.g. an operation) you need to request leave from the Principal and Head Teacher. This should be done in advance of the event and in writing.

- If you are absent due to unforeseen and extraordinary circumstances, you must
  - inform the school on the day of the task (ring the Deputy Principal)
  - report to the Head Teacher of that subject immediately upon your return to school
  - with the necessary documentation to support your case
  - complete an Illness/Misadventure claim form available from the Deputy Principal or from the appendix (copy enclosed), and provide a medical certificate.

- Note that:

  If you do not follow one of the above procedures, you will be awarded a zero for the task

- If you follow the above procedures, and your reason is judged to be valid, the Head Teacher will decide if you are to undertake the original task or complete an alternative task.

- Note that:

  If you disagree with a determination about the validity of your absence you may appeal to the School Assessment Committee (through the Deputy Principal)

- If you disagree with school procedures with regard to the administration of assessment tasks (not mark or grades) you may appeal to the NESA after you have appealed to the School Assessment Committee.
2. **HSC ASSESSMENT POLICY ** **........** continued

### 2.10 Assessment of Vocational Courses

All VET courses are **dual accredited** because:

(a) They are recognised by NESA and count towards the Higher School Certificate.

(b) Industry also recognises these courses and you are eligible for Australian Qualifications Framework (AQF) certification if you complete and achieve all set competency units. In most cases, completion of the 240-hour course will lead to an AQF Certificate II or a Statement of Attainment. This allows you to complete part of your professional career training while at school and continue when you leave.

Learning outcomes are **assessed on a competency basis**, which means you can demonstrate the knowledge or skill to the required industry standard. This means the task must be achieved fully (100%) and this is called **COMPETENT**. Competency assessment can be made up of written tasks, a practical skills demonstration or by verbally giving answers. Units of work and tasks are made of a collection of competency units called clusters set by the Registered Training Organisation (RTO). These are outlined in the Competency Assessment Schedules in the VET section of this book.

You are progressively assessed from the commencement of Year 11 through all units to the end of Year 12. This assessment will generally take place in the school but may also occur in the workplace.

You will be given regular access to the Student Competency Record for the purposes of ongoing verification of accuracy or if you need to present it to a prospective employer.

VET Competency Assessment allows you to **re-attempt the parts of a task** where you did not meet Industry Standards (called **NOT COMPETENT**). This can occur on a further two occasions on set dates. These dates will occur three school weeks after the initial due date and again at a later three weeks if needed, to allow practice. Failure to submit tasks without a medical certificate or misadventure application results in an “N” Warning Letter and the competency unit **NOT ACHIEVED**. Written Appeals will be reviewed by the Senior Review Panel to determine if any further opportunity to be assessed is to be offered.

There is a **HSC Exam for VET courses** except Sports Coaching. The HSC Exam is based on the core units as shown on the assessment schedules in this book. **One VET course HSC exam result** can be calculated into the **ATAR**. This HSC exam is optional and at the completion of the 240-hour course and after the Trial HSC exam, you can complete an application to withdraw from siting the exam.

**Workplacement** is a requirement of NESA to be eligible for the HSC course credential. **Seventy (70) hours** must be successfully completed in total (35 hours in Year 11 and 35 hours in Year 12). N-warning Letters are issued if Workplacement is not completed in the Preliminary and HSC course.
2. HSC ASSESSMENT POLICY - 2.10 ........ continued

If an assessment task occurs during Work Placement, you MUST:

- Inform your Class Teacher and Head Teacher of the subject you will be at work placement for **at least one week prior**. You will be provided with a **Workplacement Notification Form** for your teachers to sign.
- Discuss and decide with your Class Teacher and Head Teacher when your assessment task will be handed in or when you will do in class assessment (e.g. test, speech).

**IF YOU DO NOT FOLLOW THE ABOVE PROCEDURES, YOU WILL NOT ACHIEVE THE COMPETENCY UNIT in your credentials.**

An ‘N’ Award in a VET course may be given if the mandatory workplace hours are not completed.

3. Completion of Course Requirements

3.1 You will be judged to have satisfactorily completed a course if there is sufficient evidence that you have, by effort and application, achieved some or all of the student outcomes of the syllabus as determined by NESA.

3.2 You will be judged **not** to have satisfactorily completed a course if you:

- choose not to attend class regularly (DoE recommends no more than 15 days absent per year as acceptable)
- omit, to a significant degree, experiences which are integral requirements of the syllabus, e.g. assignments, field studies, practical work participation in class
- fail to prepare seriously for examinations and your results are therefore poor
- don’t make a genuine attempt at assessment tasks which contribute more than 50% of the available marks

If you have not satisfactorily completed the course, the school **MUST** apply an ‘N’ Award for that course (non award).

3.3 You must have satisfactorily completed courses totalling at least 10 units to be eligible for the award of a Higher School Certificate.

3.4 If your overall application is unsatisfactory, **NO** Record of Achievement or Higher School Certificate will be issued.

3.5 You will receive two official school reports during the HSC assessment periods:

- The Half Yearly report will be issued as soon as possible after half of the course has been completed. This is usually mid Term Two.
- The Yearly Report as soon as possible after the HSC Trial Exam. This is usually at the end of Term Three.
4. **Students From Other Schools**

For students who transfer into a school after 30 June in the year of the Higher School Certificate examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the Higher School Certificate, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.

5. **Assessment Rank Order Advice**

Students are entitled to receive a ranking in each subject from the school. Whilst schools provide a detailed assessment schedule showing the value of assessment tasks as well as feedback to students on assessment performance including a mark for each task, schools are not permitted to tell students the assessment mark submitted to NESA.

Students will be able to collect their rank order advice from the Students Online website or their school report.

**HSC : All My Own Work**

HSC: All My Own Work is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Now that you have completed the program you will also know about penalties for cheating and how to avoid malpractice when preparing your work for assessment.

Having completed the program, you are expected to have:

- A commitment to principles of good scholarship, academic honesty and ethical practices
- Respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.
PLAGIARISM

Definition

Plagiarism means presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others which you have acknowledge is not plagiarism.

What you must do to avoid plagiarism

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources.

The school reserves the right to award a zero mark to work that contains any plagiarism at all.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your task or assignment. The order for documenting references for books, journals and periodicals is as follows:

- author's surname and initials
- year of publication
- title of publication in italics with maximal capitalisation
- title of series, volume number, edition, if applicable
- editor, reviser, compiler or translator, if other than the author
- publisher
- place of publication
- page number or numbers, if applicable

For example


Online (electronic) material

For electronic media (Internet, or CD-ROM) the order for references is as follows:

- Author's surname and initials
- Date of publication
- Date or revision in parentheses in day-month-year format
- Date accessed in parentheses in day-month-year format
- Title of article in single quotations marks with minimal capitalisation
- Title of work in italics with maximal capitalisation
- Address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a website may be quoted like this:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006), Evaluating Internet Research Sources,
http://www.sccy.edy/faculty/R Harris/evalu8it.htm

Teaching and Learning Centre. UNE. The University of New England Style Guide. (last modified 28/03/06)
BOARD DEVELOPED COURSES
ASSESSMENT GRIDS

- Examined in the H.S.C.
- Assessment marks recorded on the result notice
- Assessment marks count 50% for the ATAR
## HSC COURSE INTERNAL ASSESSMENT 2018

### ANCIENT HISTORY

<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
<th>TOTAL WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>10%</td>
<td>10%</td>
<td>5%</td>
<td>15%</td>
<td>40%</td>
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<td>Source-based skills</td>
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<td>5%</td>
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<td>Inquiry and research</td>
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<td>15%</td>
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<td>20%</td>
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<tr>
<td>Communication of historical understanding in appropriate forms</td>
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<td>5%</td>
<td>10%</td>
<td></td>
<td>20%</td>
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<tr>
<td><strong>WEIGHTING</strong></td>
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<td>20%</td>
<td>30%</td>
<td>30%</td>
<td>100%</td>
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</table>
HSC COURSE OUTCOMES

Ancient History

H1.1 Describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context.

H2.1 Explain historical factors and assess their significance in contributing to change and continuity in the ancient world.

H3.1 Locate, select and organise relevant information from a variety of sources.

H3.2 Discuss relevant problems of sources for reconstructing the past.

H3.3 Analyse and evaluate sources for their usefulness and reliability.

H3.4 Explain and evaluate differing perspectives and interpretations of the past.

H3.5 Analyse issues relating to ownership and custodianship of the past.

H3.6 Plan and present the findings of historical investigations, analysing and synthesising information from a range of sources.

H4.1 Use historical terms and concepts appropriately.

H4.2 Communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.
# HSC Course Internal Assessment 2018

## Biology

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>COMPONENT OF SYLLABUS</th>
<th>ASSESSMENT TASKS</th>
<th>Knowledge and Understanding</th>
<th>Skills in conducting first-hand investigations and processing information from secondary sources</th>
<th>Skills in communicating information, scientific thinking and problem solving</th>
<th>TOTAL WEIGHT</th>
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Total for knowledge and understanding = 40%
Total for Skills in communication = 30%
Total for investigative skills = 30%
HSC COURSE OUTCOMES

Biology

H1  A student evaluates how major advances in scientific understanding and technology have changed the direction of nature of scientific thinking.

H2  A student analyses the ways in which models, theories and laws in biology have been tested and validated.

H3  A student assesses the impact of particular advances in biology on the development of technologies.

H4  A student assesses the impacts of applications of biology on society and the environment.

H5  A student identifies possible future directions of biological research.

H6  A student explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism.

H7  A student analyses the impact of natural and human processes on biodiversity.

H8  A student evaluates the impact of human activity on the interactions of organisms and their environment.

H9  A student describes the mechanisms of inheritance in molecular terms.

H10 A student describes the mechanisms of evolution and assesses the impact of human activity on evolution.
### HSC COURSE INTERNAL ASSESSMENT 2018

#### BUSINESS STUDIES

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HSC COURSE OUTCOMES

Business Studies

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 format

H10 applies mathematical concepts appropriately in business situations
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HSC COURSE OUTCOMES

Chemistry

H1  A student evaluates how major advances in scientific understanding and technology have changed the direction of nature of scientific thinking.

H2  A student analyses the ways in which models, theories and laws in chemistry have been tested and validated.

H3  A student assesses the impact of particular advances in chemistry on the development of technologies.

H4  A student assesses the impacts of applications of chemistry on society and the environment.

H5  A student describes possible future directions of chemical research.

H6  A student explains reactions between elements and compounds in terms of atomic structures and periodicity.

H7  A student describes the chemical basis of energy transformations in chemical reactions.

H8  A student assesses the range of factors which influence the type and rate of chemical reactions.

H9  A student describes and predicts reactions involving carbon compounds.

H10 A student analyses stoichiometric relationships.
### Community and Family Studies

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</table>

Knowledge and understanding of how the following impacts on wellbeing:

- Resource management.
- Positive relationships.
- Range of societal factors.
- Nature of groups, families and communities.

Skills in:

- Applying management processes to meet the needs of individuals, groups, families and communities.
- Planning to take responsible action to promote wellbeing.

Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.

| Marks | 20 | 20 | 15 | 25 | 20 | 100 |
HSC COURSE OUTCOMES

Community and Family Studies

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 sociocultural 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 the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

H7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

H7.2 develops a sense of responsibility for the wellbeing of themselves and others

H7.3 appreciates the value of resource management in response to change

H7.4 values the place of management in coping with a variety of role expectations
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H1 A student distinguishes and evaluates the values expressed through texts
(Critical Response, Tutorial Presentation and Creative Writing, Trial HSC Examination)

H2 A student explains different ways of valuing texts
(Critical Response, Tutorial Presentation and Creative Writing, Trial HSC Examination)

H3 A student composes extended texts
(Critical Response, Trial HSC Examination)

H4 A student develops and delivers sophisticated presentations
(Tutorial Presentation)
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HSC COURSE OUTCOME
English Extension 2

H1  A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation

H2  A student reflects on and documents own process of composition
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</table>
HSC COURSE OUTCOMES

English Advanced

H1 A student explains and evaluates the effects of different contexts of responders and composers on texts. (MOD A Justification)

H2 A student explains relationships among texts. (AOS Speech)

H2A A student recognises different ways in which particular texts are valued. (MOD A Justification, Mod B Listening Task)

H3 A student develops language relevant to the study of English. (CUMULATIVE TOTAL FOR TRIAL EXAMINATION)

H4 A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses. (MOD A)

H5 A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning. (AOS Speech & MOD C Critical Essay)

H6 A student engages with the details of text in order to respond critically and personally. (MOD A Representation and Mod B Listening Task)

H7 Adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts. (MOD A Representation & Mod A Trial Examination)

H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives. (AOS Creative Writing & MOD C Critical Essay, Mod C Trial Examination)

H9 A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas. (MOD A Representation & MOD C Critical Essay)

H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts. (MOD A Justification & MOD B Listening Task)

H11 A student draws upon the imagination to transform experience and ideas into text demonstrating control of language. (AOS Creative Writing)

H12 A student reflects on own processes of responding and composing. (AOS Creative Writing and Speech, MOD B Listening Task and AOS Trial Examination)

H12A A student explains and evaluates different ways of responding to and composing texts. (MOD B Listening Task and Mod B Trial Examination)

H13 A student reflects on own processes of learning. (MOD C Critical Essay)
### ENGLISH STANDARD

<table>
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<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
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<td><strong>Area of Study: Discovery (Drama - Away)</strong></td>
<td><strong>Module A: Experience Through Language, Elective 2: Distinctively Visual (Film - Run Lola Run)</strong></td>
<td><strong>Module B: Close Study of Text (Prose Fiction - The Life and Crimes of Harry Lavender or The Curious Incident of the Dog in the Night-Time)</strong></td>
<td><strong>Module C: Texts and Society, Elective 2: Exploring Transitions (Poetry - The Simple Gift)</strong></td>
<td><strong>Trial Examination Paper 1: Sections 1, 2 &amp; 3 &amp; Paper 2: Module A, B &amp; C</strong></td>
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<td>H4, H6, H10</td>
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<td><strong>Speech 15% and Creative Writing 15%</strong></td>
<td><strong>Listening Task: Essay based on an interview with Tom Tykwer</strong></td>
<td><strong>Visual Representation and Reflection</strong></td>
<td><strong>Short Answer Comprehension Questions</strong></td>
<td><strong>HSC Paper 1 and 2 Paper 1 10% and Paper 2 15%</strong></td>
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Leumeah High School - HSC Assessment Information - 2017-2018
HSC COURSE OUTCOMES

English Standard

H1 A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. (Module A Task 2: Listening Task)

H2 A student demonstrates an understanding of the relationships among texts. (AOS Task 1: Speech, Task 5)

H3 A student develops language relevant to the study of English. (Task 5: Assessment Total)

H4 A student describes and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses. (Module A Task 2: Listening Task, Module C Task 4: Comprehension Questions)

H5 A student analyses the effect of technology and medium on meaning. (AOS Task 1: Speech)

H6 A student engages with the details of text in order to respond critically and personally. (Module A Task 2: Listening Task, Module C Task 4: Comprehension Questions and Module A Task 5: Trial Examination)

H7 A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts. (Module B Task 3: Representation & Reflection, Task 5)

H8 A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives. (AOS Task 1: Creative Writing, Task 5)

H9 A student assesses the appropriateness of a range of processes and technologies for various learning purposes including the investigation and organization of information and ideas. (AOS Task 1: Creative Writing, Module B Task 3: Representation & Reflection)

H10 A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences (Module C Task 4: Comprehension Questions, Module C Task 5: Trial Examination)

H11 A student draws upon the imagination to transform experience and ideas into text demonstrating control of language. (AOS Task 1: Creative Writing)

H12 A student reflects on own processes of responding and composing. (AOS Task 1: Speech & Creative Writing and AOS Task 5: Trial Examination)

H13 A student reflects on own processes of learning. (Module B Task 3: Representation & Reflection)
# HSC Internal Assessment Program 2018

## English Studies

<table>
<thead>
<tr>
<th>Syllabus Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<tr>
<td>Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech</td>
<td>Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition</td>
<td>Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation</td>
<td>Portfolio Task Module 1, 2, 3 &amp; 4</td>
<td>Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)</td>
<td>Trial Examination</td>
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**Term 4**

**Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech**
- Marked /20
- Portfolio: In Class Test /25

**Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition**
- Marked /20
- Portfolio: Critique on Selected Poem/Song /25

**Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation**
- Marked /20
- Portfolio: Question on Film /25

**Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)**
- Marked /20
- Portfolio: Meme and Write Rationale /25

**Term 1**

**Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech**
- Marked /20
- Portfolio: In Class Test /25

**Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition**
- Marked /20
- Portfolio: Critique on Selected Poem/Song /25

**Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation**
- Marked /20
- Portfolio: Question on Film /25

**Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)**
- Marked /20
- Portfolio: Meme and Write Rationale /25

**Term 2**

**Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech**
- Marked /20
- Portfolio: In Class Test /25

**Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition**
- Marked /20
- Portfolio: Critique on Selected Poem/Song /25

**Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation**
- Marked /20
- Portfolio: Question on Film /25

**Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)**
- Marked /20
- Portfolio: Meme and Write Rationale /25

**Term 3**

**Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech**
- Marked /20
- Portfolio: In Class Test /25

**Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition**
- Marked /20
- Portfolio: Critique on Selected Poem/Song /25

**Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation**
- Marked /20
- Portfolio: Question on Film /25

**Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)**
- Marked /20
- Portfolio: Meme and Write Rationale /25

**Term 4**

**Module 1: ‘We are Australians: English in Citizenship, Community and Cultural Identity’ (non-fiction - memoir) Formal Persuasive Speech**
- Marked /20
- Portfolio: In Class Test /25

**Module 2: ‘Part of the Family: English and Family Life’ (short stories, poetry and non-fiction) Creative Composition**
- Marked /20
- Portfolio: Critique on Selected Poem/Song /25

**Module 3: On the Road: English and the Experience of Travel (film) Blog and Presentation**
- Marked /20
- Portfolio: Question on Film /25

**Module 4 Telling us all about it: English and the Media (multi-modal and non-fiction)**
- Marked /20
- Portfolio: Meme and Write Rationale /25

**Total 20% = H4.1**
| Develop knowledge and understanding various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning. | 10% | 5% | 5% | 5% | 5% | 30% |
| Develop skills in reading, listening and viewing and in writing, speaking and representing. | 5% | 10% | 5% | 5% | 5% | 30% |
| Develop knowledge and skills in using language accurately, effectively, and appropriately for a range of purposes, audiences and context. | 5% | 5% | 10% | 5% | 25% |
| Develop skills in planning and working independently and collaboratively. | 5% | 5% | 5% | 5% | 15% |
| **TOTAL** | **20%** | **20%** | **20%** | **20%** | **20%** | **100%** |
HSC COURSE OUTCOMES

English Studies

H1.1 The student analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning.

H1.2 The student explains the ideas and values of the texts.

H1.3 The student explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms.

H1.4 The student produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques.

H2.1 The student comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.

H2.2 The student demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.

H2.3 The student demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts.

H3.1 The student recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.

H3.2 The student recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences.

H4.1 The student plans and organises to complete tasks or projects, both individually and collaboratively.

H4.2 The student works effectively, both as an individual and within a group, to research, select, organises and communicate information and ideas related to a variety of topics.
## HSC COURSE INTERNAL ASSESSMENT 2018
### GEOGRAPHY

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<td>In-class Inquiry</td>
<td>Fieldwork Report: Economic Activity</td>
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<td>Geographical inquiry and research including fieldwork</td>
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<td>Communication of geographical information, ideas and issues in appropriate forms</td>
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HSC COURSE OUTCOMES

Geography

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 of people 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.
## HSC COURSE INTERNAL ASSESSMENT 2018
### INDUSTRIAL TECHNOLOGY - Timber Products and Furniture Technologies

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<th>SYLLABUS COMPONENT</th>
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<td>Half Yearly Examination</td>
<td>Practical demonstration &amp; Portfolio Progress</td>
<td>Trial HSC Examination</td>
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### Industrial Technology - Timber Products and Furniture Technologies

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<td>H1.1</td>
<td>Investigates industry through the study of businesses in one focus area.</td>
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<td>H1.2</td>
<td>Identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry.</td>
</tr>
<tr>
<td>H1.3</td>
<td>Identifies important historical developments in the focus area industry.</td>
</tr>
<tr>
<td>H2.1</td>
<td>Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques.</td>
</tr>
<tr>
<td>H3.1</td>
<td>Demonstrates skills in sketching, producing and interpreting drawings.</td>
</tr>
<tr>
<td>H3.2</td>
<td>Selects and applies appropriate research and problem-solving skills.</td>
</tr>
<tr>
<td>H3.3</td>
<td>Applies and justifies design principles through the production of a Major Project.</td>
</tr>
<tr>
<td>H4.1</td>
<td>Demonstrates competency in a range of practical skills appropriate to the Major Project.</td>
</tr>
<tr>
<td>H4.2</td>
<td>Explores the need to outsource appropriate expertise where necessary to complement personal practical skills.</td>
</tr>
<tr>
<td>H4.3</td>
<td>Critically applies knowledge and skills related to properties and characteristics of materials/components.</td>
</tr>
<tr>
<td>H5.1</td>
<td>Selects and uses communication and information processing skills.</td>
</tr>
<tr>
<td>H5.2</td>
<td>Examines and applies appropriate documentation techniques to project management.</td>
</tr>
<tr>
<td>H6.1</td>
<td>Evaluates the characteristics of quality manufactured products.</td>
</tr>
<tr>
<td>H6.2</td>
<td>Applies the principles of quality and quality control.</td>
</tr>
<tr>
<td>H7.1</td>
<td>Explains the impact of the focus area industry on the social and physical environment.</td>
</tr>
<tr>
<td>H7.2</td>
<td>Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.</td>
</tr>
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## JAPANESE BEGINNERS

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### Listening
- Objective 1: Interacting
- Objective 2: Understanding Texts

### Reading
- Objective 1: Interacting
- Objective 2: Understanding Texts

### Speaking
- Objective 1: Interacting
- Objective 3: Producing Texts

### Writing
- Objective 1: Interacting
- Objective 3: Producing Texts

**TOTAL**
- 15%
- 20%
- 20%
- 40%
- 100%
HSC COURSE OUTCOMES

Japanese Beginners

H1.1 establishes and maintains communication in Japanese
H1.2 manipulates linguistic structures to express ideas effectively in Japanese
H1.3 sequences ideas and information
H1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
H2.1 understands and interprets information in texts using a range of strategies
H2.2 conveys the gist of and identifies specific information in texts
H2.3 summarises the main points of a text
H2.4 draws conclusions from or justifies an opinion about a text
H2.5 identifies the purpose, context and audience of a text
H2.6 identifies and explains aspects of the culture of Japanese-speaking communities
H3.1 produces texts appropriate to audience, purpose and context
H3.2 structures and sequences ideas and information
H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
H3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts
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<td>25%</td>
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</table>
Japanese Continuers

H1.1 uses a range of strategies to maintain communication
H1.2 conveys information appropriate to context, purpose and audience
H1.3 exchanges and justifies opinions and ideas
H1.4 reflects on aspects of past, present and future experience

H2.1 applies knowledge of language structures to create original text
H2.2 composes informative, descriptive reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
H2.3 structures and sequences ideas and information

H3.1 conveys the gist of texts and identifies specific information
H3.2 summarises the main ideas
H3.3 identifies the tone, purpose, context and audience
H3.4 draws conclusions from or justifies an opinion
H3.5 interprets, analyses and evaluates information
H3.6 infers points of view, attitudes or emotions from language and context

H4.1 recognises and employs language appropriate to different social contexts
H4.2 identifies values attitudes and beliefs of cultural significance
H4.3 reflects upon significant aspects of language and culture

#written or spoken texts created by students incorporating their own ideas
<table>
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<tr>
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<tr>
<td>Research Task</td>
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<td>Trial Exam All Topics</td>
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<td>Communication of Legal Studies information, issues and ideas in appropriate forms</td>
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**WEIGHTING**

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</table>
H1 Identifies and applies legal concepts and terminology.

H2 Describes and explains key features of and the relationship between Australian and International Law.

H3 Analyses the operation of domestic and international legal systems.

H4 Evaluates the effectiveness of the legal system in addressing issues.

H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.

H6 Assesses the nature of the interrelationship between the legal system and society.

H7 Evaluates the effectiveness of the law in achieving justice.

H8 Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents.

H9 Communicates legal information using well-structured and logical arguments.

H10 Analyses differing perspectives and interpretations of legal information and issues.
## HSC COURSE INTERNAL ASSESSMENT 2018
### MATHEMATICS - Extension 1

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<tr>
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<td>Term 2</td>
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</table>
HSC COURSE OUTCOMES

Mathematics Extension 1

HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics.

HE2 Uses inductive reasoning in the construction of proofs.

HE3 Uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay.

HE4 Uses the relationship between functions, inverse functions and their derivatives.

HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement.

HE6 Determines integrals by reduction to a standard form through a given substitution.

HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form.
## HSC COURSE INTERNAL ASSESSMENT 2018
### MATHEMATICS - 2 UNIT

<table>
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<tr>
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<th>TASK 3</th>
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<th>TOTAL WEIGHT</th>
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<td>Task Details Test</td>
<td>Task Details Half-Yearly Exam</td>
<td>Task Details Test</td>
<td>Task Details Yearly</td>
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### Component Concepts, skills & techniques
- Task 1: 5%
- Task 2: 5%
- Task 3: 12.5%
- Task 4: 7.5%
- Task 5: 20%
- Total Weight: 50%

### Component Reasoning & communication
- Task 1: 5%
- Task 2: 5%
- Task 3: 12.5%
- Task 4: 7.5%
- Task 5: 20%
- Total Weight: 50%

### Weighing
- Task 1: 10%
- Task 2: 10%
- Task 3: 25%
- Task 4: 15%
- Task 5: 40%
- Total: 100%
HSC COURSE OUTCOMES

Mathematics 2 Unit

H1. Seeks to apply mathematical techniques to problems in a wide range of practical contexts.

H2. Constructs arguments to prove and justify results.

H3. Manipulates algebraic expressions involving logarithmic and exponential functions.

H4. Expresses practical problems in mathematical terms based on simple given models.

H5. Applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems.

H6. Uses the derivative to determine the features of the graph of a function.

H7. Uses the features of a graph to deduce information about the derivative.

H8. Uses techniques of integration to calculate areas and volumes.

## HSC COURSE INTERNAL ASSESSMENT 2018
### MATHEMATICS GENERAL 1

<table>
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<tr>
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HSC COURSE OUTCOMES

Mathematics General 1

MG1H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts.

MG1H-2 Analyses representations of data in order to make predictions.

MG1H-3 Makes predictions about everyday situations based on simple mathematical models.

MG1H-4 Analyses simple two-dimensional and three-dimensional models to solve practical problems.

MG1H-5 Interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units.

MG1H-6 Makes informed decisions about financial situations likely to be encountered post-school.

MG1H-7 Develops and carries out simple statistical processes to answer questions posed.

MG1H-8 Solves problems involving uncertainty using basic counting techniques.

MG1H-9 Chooses and uses appropriate technology to organise information from a range of practical and everyday contexts.

MG1H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others.

MG1H-VA Appreciates the importance of mathematics in everyday life and its usefulness in contributing to society.
### HSC COURSE INTERNAL ASSESSMENT 2018
### MATHEMATICS GENERAL 2

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</table>
HSC Course Outcomes

Mathematics General 2

MG2H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts.

MG2H-2 Analyses representations of data in order to make inferences, predictions and conclusions.

MG2H-3 Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions.

MG2H-4 Analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles.

MG2H-5 Interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units.

MG2H-6 Makes informed decisions about financial situations including annuities and loan repayments.

MG2H-7 Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data.

MG2H-8 Solves problems involving counting techniques, multistage events and expectation.

MG2H-9 Chooses and uses appropriate technology to locate and organise information from a range of contexts.

MG2H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response.

MG2H-VA Appreciates the importance of mathematics in everyday life and its usefulness in contributing to society.
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<tr>
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<td>National Study/</td>
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</table>
H1.1 Describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies.

H1.2 Analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies.

H2.1 Explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century.

H3.1 Ask relevant historical questions.

H3.2 Locate, select and organise relevant information from different types of sources.

H3.3 Analyse and evaluate sources for their usefulness and reliability.

H3.4 Explain and evaluate differing perspectives and interpretations of the past.

H3.5 Plan and present the findings of historical investigations, analysing and synthesising information from different types of sources.

H4.1 Use historical terms and concepts appropriately.

H4.2 Communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written form.
<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
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<th>TASK 2</th>
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<td>Aural task</td>
<td>Performance</td>
<td>Composition Portfolio</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
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<td>Primary source samples e.g. audio and video recordings</td>
<td>Written response to Primary source stimulus.</td>
<td>Critical appraisal of the performances of others.</td>
<td>Information on the decision making process.</td>
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<tr>
<td>Research tasks and Viva Voce presentation.</td>
<td>Recognition of concepts exhibited in a variety of musical excerpts.</td>
<td>Research on repertoire presented as part of the development of the performance.</td>
<td>Editing and self evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Electives
Students must choose three electives in total that may be any combination of Musicology and composition electives.

(b) Performance Core
Performance and critical appraisal of own performance

<table>
<thead>
<tr>
<th>Term 4</th>
<th>Term 1</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 3</th>
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</thead>
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<tr>
<td>H2, H4, H6, H7, H8, H10, H11</td>
<td>H2, H4, H5, H6, H8, H10</td>
<td>H1, H3, H5, H8, H9, H10, H11</td>
<td>H1, H3, H5, H7, H8, H9, H10, H11</td>
<td>H2, H4, H5, H6, H8, H10</td>
<td>H2, H4, H5, H6, H8, H10</td>
</tr>
</tbody>
</table>

Aural Core 10% Aural Core 10% +5% Elective 1 progress Aural Core 10% 10% 10% 10%

Musicology Core 10% 10% 10% 10%

Performance Core | | | | | | |

Composition Core 15% 15% 15% 15% 15% 40%

WEIGHTING 10% 10% 15% 10% 15% 40% 100%
HSC COURSE OUTCOMES

Music

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, and discusses the use and effects of technology in music.

H9     Performs as a means of self-expression and communication.

H10    Demonstrates a willingness to participate in performance, composition, musicology and aural activities.

H11    Demonstrates a willingness to accept and use constructive criticism.
## HSC Course Internal Assessment 2018
### PDHPE

<table>
<thead>
<tr>
<th>Syllabus Component</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Total Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 1 – Research Task and Presentation</td>
<td>Sports Medicine – Injury Rehabilitation Analysis</td>
<td>Research Task – Factors Affecting Performance</td>
<td>Trial HSC Exam</td>
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<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H1, H2, H3, H4, H5, H14, H15, H16</td>
<td>H8, H13, H17</td>
<td>H7, H8, H9, H10, H11, H16, H17</td>
<td>All Outcomes</td>
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<tr>
<td>Knowledge and understanding of course content</td>
<td>10%</td>
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<tr>
<td>Skills in critical thinking, research and analysing and communicating</td>
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<td>10%</td>
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<td>20%</td>
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<tr>
<td><strong>Weighting</strong></td>
<td>25%</td>
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<td>25%</td>
<td>30%</td>
<td>100%</td>
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</tbody>
</table>
**HSC COURSE OUTCOMES**

**Personal Development, Health and Physical Education**

**H1** Describes the nature, and justifies the choice, of Australia’s health priorities.

**H2** Analyses and explains the health status of Australians in terms of current trends and groups most at risk.

**H3** Analyses the determinants of health and health inequities.

**H4** Argues the case for health promotion based on the Ottawa Charter.

**H5** Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities.

**H6** Demonstrates a range of personal health skills that enables them to promote and maintain health.

**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 socio cultural factors on the way people participate in and value physical activity and sport.

**H13** Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity.

**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.
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>COMPONENT OF SYLLABUS</th>
<th>ASSESSMENT TASKS</th>
<th>Knowledge and understanding</th>
<th>Skills in conducting first-hand investigations and processing information from secondary sources</th>
<th>Skills in communicating information, scientific thinking and problem solving</th>
<th>TOTAL WEIGHT</th>
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<tbody>
<tr>
<td>H11, H12, H13, H14</td>
<td>Module 1</td>
<td><strong>Task 1</strong>&lt;br&gt;Research Assignment 1&lt;br&gt;Term 4</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>16%</td>
</tr>
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<td>H7, H8, H9, H10, H12</td>
<td>Module 2</td>
<td><strong>Task 2</strong>&lt;br&gt;Research Assignment 2&lt;br&gt;Term 1</td>
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<td>6%</td>
<td>6%</td>
<td>17%</td>
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<td>H1, H2, H4, H5, H6, H7, H8, H9</td>
<td>Module 1 Module 2</td>
<td><strong>Task 3</strong>&lt;br&gt;Half Yearly Exam&lt;br&gt;Term 1</td>
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<td>6%</td>
<td>4%</td>
<td>15%</td>
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<tr>
<td>H9, H10, H12, H13, H14, H16</td>
<td>Module 3</td>
<td><strong>Task 4</strong>&lt;br&gt;Research Assignment 3&lt;br&gt;Term 2</td>
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<td>6%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>H1,H2, H3, H34, H5, H6, H7, H8, H9, H10, H12, H13, H14, H16</td>
<td>Module 1 Module 2 Module 3 Module 4</td>
<td><strong>Task 5</strong>&lt;br&gt;Trial HSC Exam&lt;br&gt;Term 3</td>
<td>20%</td>
<td>6%</td>
<td>9%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total for knowledge and understanding = 40%</td>
<td>Total for Skills in communication = 30%</td>
<td>Total for Investigative skills = 30%</td>
<td>100%</td>
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</tbody>
</table>
H1 discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking

H2 applies the processes that are used to test and validate models, theories and laws, to investigations

H3 assesses the contribution of scientific advances on the development of technologies

H4 assesses the impacts of applications of science on society and the environment

H5 describes possible future directions of scientific research

H6 describes uses of the Earth’s resources

H7 identifies effects of internal and external environmental changes on the human body

H8 relates the properties of chemicals to their use

H9 relates the structure of body organs and systems to their function

H10 discusses ways in which different forms of energy and energy transfers and transformations are used

H11 justifies the appropriateness of a particular investigation plan

H12 evaluates ways in which accuracy and reliability could be improved in investigations

H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding

H14 assesses the validity of conclusions from gathered data and information

H15 explains why an investigation is best undertaken individually or by a team

H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>COMPONENT OF SYLLABUS</th>
<th>ASSESSMENT TASKS</th>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>SKILLS IN CONDUCTING FIRST-HAND INVESTIGATIONS AND PROCESSING INFORMATION FROM SECONDARY SOURCES</th>
<th>SKILLS IN COMMUNICATING INFORMATION, SCIENTIFIC THINKING AND PROBLEM SOLVING</th>
<th>TOTAL WEIGHT</th>
</tr>
</thead>
</table>
| H11, H12, H13, H14 | Module 1 | **Task 1**  
Research Assignment 1  
Term 4 | 5% | 6% | 5% | 16% |
| H7, H8, H9, H10, H12 | Module 2 | **Task 2**  
Research Assignment 2  
Term 1 | 5% | 6% | 6% | 17% |
| H1, H2, H4, H5, H6, H7, H8, H9 | Module 1  
Module 2 | **Task 3**  
Half Yearly Exam  
Term 1 | 5% | 6% | 4% | 15% |
| H9, H10, H12, H13, H14, H16 | Module 3 | **Task 4**  
Research Assignment 3  
Term 2 | 5% | 6% | 6% | 17% |
| H1, H2, H3, H34, H5, H6, H7, H8, H9, H10, H12, H13, H14, H16 | Module 1  
Module 2  
Module 3  
Module 4 | **Task 5**  
Trial HSC Exam  
Term 3 | 20% | 6% | 9% | 35% |
| | | Total for knowledge and understanding = 40% | Total for Skills in communication = 30% | Total for Investigative skills = 30% | 100% |
**HSC COURSE OUTCOMES**

**Senior Science**

**H1** discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking

**H2** applies the processes that are used to test and validate models, theories and laws, to investigations

**H3** assesses the contribution of scientific advances on the development of technologies

**H4** assesses the impacts of applications of science on society and the environment

**H5** describes possible future directions of scientific research

**H6** describes uses of the Earth’s resources

**H7** identifies effects of internal and external environmental changes on the human body

**H8** relates the properties of chemicals to their use

**H9** relates the structure of body organs and systems to their function

**H10** discusses ways in which different forms of energy and energy transfers and transformations are used

**H11** justifies the appropriateness of a particular investigation plan

**H12** evaluates ways in which accuracy and reliability could be improved in investigations

**H13** uses terminology and reporting styles appropriately and successfully to communicate information and understanding

**H14** assess the validity of conclusions from gathered data and information

**H15** explains why an investigation is best undertaken individually or by a team

**H16** justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science
# HSC COURSE INTERNAL ASSESSMENT 2018

## SOCIETY AND CULTURE

<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
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<tbody>
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<td>Knowledge and Understanding</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
<td>50%</td>
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<tr>
<td>Application and evaluation of social and cultural research methodologies</td>
<td>10%</td>
<td>10%</td>
<td>5%</td>
<td>5%</td>
<td>30%</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>20%</td>
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</tbody>
</table>

**WEIGHTING**

- **Research Task:** Social and Cultural Continuity and Change
- **Oral Presentation:** Social Inclusion and Exclusion
- **Research Task:** Belief Systems and Ideologies
- **Trial HSC All Topics**

| | 25% | 25% | 20% | 30% | 100% |
HSC COURSE OUTCOMES

Society and Culture

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.
## 2 UNIT VISUAL ARTS

<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
<th>TASK 5</th>
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<tbody>
<tr>
<td></td>
<td>Practical Submission 1 Preliminary piece &amp; VAPD</td>
<td>Case Study 3</td>
<td>Practical Submission 2 &amp; VAPD</td>
<td>Practical Submission 3 &amp; VAPD</td>
<td>Presentation of Finished Body of Work &amp; VAPD</td>
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<td>Case Study 1 &amp; 2 Half Yearly Exam</td>
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<td></td>
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<td>Term 4</td>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
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<td>H7, H8, H9, H10</td>
<td>H1, H2, H3, H4, H5, H6</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</td>
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<tr>
<td>ARTMAKING</td>
<td>Practical Submission 1 10%</td>
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<td>Practical Submission 2 10%</td>
<td>Practical Submission 3 10%</td>
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<tr>
<td>ART CRITICISM &amp; ART HISTORY</td>
<td>Case Study 1 &amp; 2 10%</td>
<td>Case Study 3 10%</td>
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<td>Case Study 4 &amp; 5 15%</td>
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<tr>
<td>ART CRITICISM &amp; ART HISTORY</td>
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<td>10%</td>
<td>25%</td>
<td>30%</td>
<td>100</td>
</tr>
</tbody>
</table>
HSC COURSE OUTCOMES

2 Unit Visual Arts

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 in 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.
## HSC COURSE INTERNAL ASSESSMENT 2018
### SPORT, LIFESTYLE AND RECREATION

<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
<th>TOTAL WEIGHT</th>
</tr>
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<tbody>
<tr>
<td><strong>TASK 1</strong></td>
<td>Games and Sport Practical Task</td>
<td>Aquatics Pamphlet Portfolio</td>
<td>Athletics Video Analysis</td>
<td>Topic Exam</td>
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</tbody>
</table>

Leumeah High School - HSC Assessment Information - 2017-2018
HSC COURSE OUTCOMES

Sport, Lifestyle and Recreation

1.1 Applies the rules and conventions that relate to participation in a range of physical activities.

1.3 Demonstrates ways to enhance safety in physical activity.

1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.

2.1 Explains the principles of skill development and training.

2.2 Analyses the fitness requirements of specific activities.

2.3 Selects and participates in physical activities that meet individual needs, interest and abilities.

3.1 Designs programs that respond to performance needs.

3.3 Measures and evaluates physical performance capacity.

3.4 Composes, performs and appraises movement.

3.5 Assesses and responds appropriately to emergency care situations.

4.1 Plans strategies to achieve performance goals.

4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts.

4.4 Demonstrates competence and confidence in movement contexts.

5.2 Willingly participates in regular physical activity.

5.5 Strives to achieve quality in personal performance.
<table>
<thead>
<tr>
<th>SYLLABUS COMPONENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
<th>TASK 3</th>
<th>TASK 4</th>
<th>TASK 5</th>
<th>TOTAL WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Task: Job/Enterprise Investigation &amp; Analysis</td>
<td>Work placement &amp; Journal</td>
<td>Half Yearly Exam</td>
<td>Work Project</td>
<td>Trial HSC</td>
<td></td>
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<tr>
<td></td>
<td>Term 4</td>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding of course content</td>
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<td>10%</td>
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<td></td>
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<td>Job seeking &amp; employment related skills</td>
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<td>Inquiry and research</td>
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<td>10%</td>
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<tr>
<td>Team work and enterprise skills</td>
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<td>5%</td>
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<tr>
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<td>15%</td>
<td>20%</td>
<td>30%</td>
<td>100%</td>
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</tbody>
</table>
HSC COURSE OUTCOMES

Work Studies

1. investigates a range of work environments

2. Examines different types of work and skills for employment

3. Analyses employment options and strategies for career management

4. Assesses pathways for further education, training and life planning

5. Communicates and uses technology effectively

6. Applies self-management and teamwork skills

7. Utilises strategies to plan, organise and solve problems

8. Assesses influences on people’s working lives

9. Evaluates personal and social influences on individuals and group
Appendices

1. Higher School Certificate testamur

This shows that a student is eligible for the HSC. It includes the student's name, school and the date of the award.

2. Higher School Certificate Record of Achievement

This shows the student's:

- **Assessment mark** - school-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit an HSC assessment mark based on performance in these tasks for every student in every course. The Board puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

- **Examination mark** - the examination mark for each course shows the student's performance in the Board's HSC examination for that course. The examination consists of a written paper, and for some courses may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

- **HSC mark** - the HSC mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

- **Performance band** - a student's HSC mark for each course will fall within one of six performance bands, where the highest achievement is Band 6 (90-100) and where the minimum standard expected is 50. A performance band of E1-E4 is shown for Extension courses. Each performance band is aligned to what a student at that level of performance typically knows, understands and can do.

The HSC does not report a single, overall score.
3. Course reports

Students receive an HSC course report for each course with an external examination that has been completed satisfactorily. The course report shows the student's assessment mark, examination mark, HSC mark and performance band with a description of what a student within that band typically knows, understands and can do. In most courses, it also has a graph showing where the student's HSC mark lies within the state distribution of all student performances in that course.

AQF VET Certificate

This certificate is awarded to students in Vocational Education and Training (VET) courses who successfully complete all requirements of an Australian Qualifications Framework VET Certificate.

5. VET Statement of Attainment

A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate.

6. Life Skills Profile of Student Achievement

Where students satisfactorily complete a Life Skills course, the course is listed on the Record of Achievement with the annotation 'Refer to Profile of Student Achievement'. The Profile of Student Achievement
1. Students are to be ready to enter the exam room NO LATER THAN 15 MINUTES BEFORE the exam is scheduled to begin.

2. On entering the examination room, there is to be NO talking, turning around or disruptive behaviour. (See 7 below).

3. Attendance forms are to be completed by each student on entry to the examination room.

4. NO writing is allowed during reading time.

5. Only equipment required for each particular exam is to be brought into the examination room. Students should be familiar with the requirements and format of each exam prior to the commencement of the exam period.

6. Mobile phones, MP3 players and other electronic equipment are not to be brought into the examination room under any circumstances. Any student found to have such equipment during the exam will be considered to be cheating and will be dealt with accordingly.

7. Unacceptable behaviour during an exam will be dealt with in the following way:
   (i) **First breach** - warning given to the student and the warning recorded on the unacceptable behaviour sheet.
   (ii) **Second breach** - warning and the student will be told that their behaviour is being documented for senior executive interview. Record on the unacceptable behaviour sheet.
   (iii) **Third breach** - breach recorded and student is asked to leave the examination room. The breach is recorded. The student will be awarded zero for that exam. Appeals will be processed as per the Senior Assessment policy.

8. Students who miss exams or need to do exams other than in the timetabled period must make arrangements with the Head of the faculty concerned. If you know prior to an exam that you will be unable to attend, organise with the Head Teacher immediately. Permission to change will only be given in exceptional circumstances and in accordance with the assessment policy. Wherever possible, make up exams will take place within the exam period in the examination room while other exams are on.

9. All students are to write only their **STUDENT NUMBER** on every examination and writing booklet. No names are to be used under any circumstances.

10. **No student will be allowed to leave the exam hall early. All students must remain for the duration of their exam.**
## LEUMEAH HIGH SCHOOL

### ILLNESS/MISADVENTURE FORM

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Year: ____</th>
<th>Date: __________</th>
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**Subject and Date of Assessment Task not completed:**

**Was the school informed of your absence on the day of the task?**  YES / NO

Attach your doctor's certificate to this form.

**REASON FOR APPEAL:**

Please give details as to why you feel your assessment mark should be altered. Attach any relevant supporting information.

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
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Signed: ____________________________________________

**Decision of Appeal Committee:**

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Copy to be placed in student's file.

**Submit to Deputy Principal in charge of your year**
X Attach any supporting evidence here with a staple or a pin

Appendix 3
LEUMEAH HIGH SCHOOL

NOTIFICATION OF EXTENDED ABSENCE

Student Name _______________________________ Year _____ Roll Call ______

The above student will be absent from school because ___________________
__________________________________________________________________________

from _____________ to ________________

If you take leave with or without the school’s knowledge, you will be placing your HSC course at risk, because you may not be able to satisfy course requirements.

The table below is to be completed by your class teacher and returned to the Deputy Principal before you take leave. A copy goes to your Year Advisor and Deputy Principal. You retain the original.

<table>
<thead>
<tr>
<th>Subject including TAFE</th>
<th>Work Issued (Y / N)</th>
<th>Assessment Task (Y / N)</th>
<th>Alternative Arrangements for Assessment Task (Y / N)</th>
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Date received ___________ Signature – Study Centre Co-ordinator _______________________

Copies made ___________ Signature – Year Advisor _______________________

Signature – Deputy Principal _______________________

Leumeah High School - HSC Assessment Information
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