

# Bulli High School

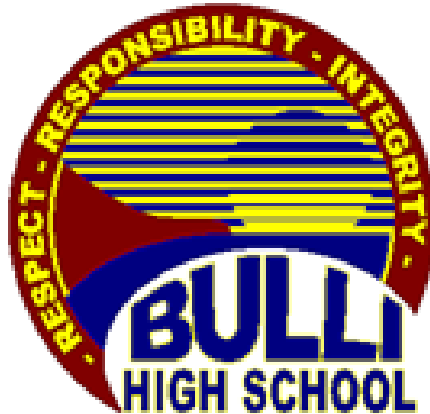
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## *HSC ASSESSMENT GUIDE 2020*

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*Respect - Responsibility - Integrity*

This booklet was published in mid-October 2019 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

**Bulli HS website**



**Learning at our school**



**Assessment and Reporting**



**HSC Assessment Guide 2020**

CONTENTS	PAGE
BHS Learning Expectations for Success	3
Key Points to Remember	4
Introduction	5 - 6
Responsibilities: School, Teacher, Student	7 - 10
Disabilities Provisions	12
Illness/Misadventure Appeal Processes	13 - 18
<b>COURSE ASSESSMENT SCHEDULE (Alphabetical Order)</b>	
Ancient History	20
Biology	21
Business Studies	22
Chemistry	23
Community and Family Studies	24
Construction	25
Design and Technology	26
Drama	27
Earth & Environmental Science	28
Engineering Studies	29
English (Advanced)	30
English (Extension 1)	31
English (Extension 2)	32
English (Standard)	33
English Studies	34
Entertainment	35
French Beginners	36
French Continuers	37
History (Extension)	38
Hospitality	39
Industrial Technology	40
Legal Studies	41
Advanced Mathematics	42
Mathematics (Extension 1)	43
Mathematics (Extension 2)	44
Mathematics (Standard 2)	45
Mathematics (Standard 1)	46
Modern History	47
Personal Development, Health & Physical Education	48
Photography, Video and Digital Imaging	49
Physics	50
Society and Culture	51
Sport, Lifestyle and Recreation	52
Visual Arts	53
Visual Design	54
<b>APPENDICES – School &amp; NESA Policy documents</b>	
BHS Academic Integrity Policy	Appendix A
BHS Examination Procedures	Appendix B
Honesty in Assessment	Appendix C
2019 – 2020 HSC Calendar / Planner	Appendix D
Student Number & Task Mark Record Sheet	Appendix E

## Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



This booklet provides you with the GUIDELINES and PROCESSES to be a successful HSC student at Bulli High School.

It also outlines Bulli High School's and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their HSC education at Bulli High School.

**Use this booklet as a guide.**  
**Meeting all requirements and expectations is now**  
***YOUR RESPONSIBILITY***

Your teachers are here to help...

### Key Points to Remember:

- ❖ You must **hand in the task on or before the due date** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- ❖ Submitted tasks must be **a serious attempt** and be a reasonable standard according to your stage and ability.
- ❖ All submitted tasks must be **your own work**.
- ❖ If you are **unexpectedly sick or away on the day of a task you still have to hand in your task or attempt it on the next available day**.
- ❖ If you know you are going to be away because of a school event or another reason – **talk to your teacher before you go – you may hand in your task before the due date**.
- ❖ Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY**.
- ❖ **TECHNOLOGY MALFUNCTION** is NOT A VALID REASON to hand work in late.

Read the notes on Policy on 'Technology Use for Assessment Tasks' on **Page 10/11**.

# BULLI HIGH SCHOOL HIGHER SCHOOL CERTIFICATE ASSESSMENT GUIDE 2019 - 2020

## INTRODUCTION

Welcome to the final year of your secondary education where you will be working towards attaining the Higher School Certificate – the highest qualification you can reach at school. In order to be successful and work towards realizing your potential, you need to be actively engaged in and aware of the following information about course and assessment requirements, policies and procedures, as outlined in this guide. You are encouraged to set high learning goals and to work closely and communicate with your teachers about the support you need to achieve your goals.

## HSC CREDENTIALS

- ✓ Higher School Certificate
- ✓ Record of School Achievement
- ✓ RoSA transcript
- ✓ ATAR – optional Australian Tertiary Admissions Rank for University entry

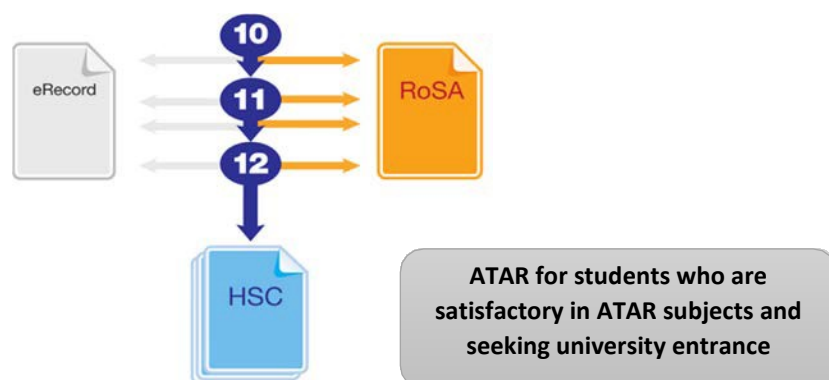
## HSC COURSES

There are two types of HSC courses offered at Bulli High School:

- **Board Developed Courses** – which require students to sit for an external HSC examination, and
- **Board Endorsed Courses** – which do not have an external examination. This includes T-VET TAFE Courses, some two unit courses and 1 unit courses.

## TO BE ELIGIBLE FOR THE HSC, YOU MUST:

- ✓ Complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- ✓ Satisfactorily complete courses and assessments in the patterns of study approved for the HSC
- ✓ Sit for and make a serious attempt at the required HSC exams.



All transcripts of your credentials are available for students on NESA's website, 'Students Online'. Students will require their own login details and **NESA student number** to activate their account. For more information on the HSC course and credentials, use this link to get to NESA'S Student Guide Page: <http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

## **COURSE OUTCOMES AND ASSESSMENT TASKS**

Bulli High School is required, by NESA (NSW Educational Standards Authority), to provide an assessment mark for each student's achievements in the courses they have chosen for the HSC. These tasks are important because they allow the school to measure a number of skills that cannot be measured in the HSC examination. The assessment tasks also provide students and teachers with opportunities to assess and discuss progress throughout the HSC courses.

Students enrolled in a Board Endorsed Course must also complete HSC assessment tasks. The school submits an assessment mark for each student enrolled in the course. This mark is not moderated by NESA and is reported on the "Record of Achievement".

## **ACHIEVING A 'HSC MARK'**

Following the HSC examinations, each student's HSC examination mark and assessment mark are then moderated by NESA to bring assessment marks from different school / colleges to a common scale. Students receive a result notice containing their examination mark and their assessment mark from NESA Teaching and Educational Standards NSW. Because the school assessment mark has been moderated, the assessment mark on the HSC result notice is not the same as the mark provided by Bulli High School, but the rank and relative difference between each student within the course remains the same.

The following information sets out the Roles and Responsibilities of the School, Teachers, Students and Senior Review Panel. It is important that students are aware of their responsibilities so they can follow processes required to ensure success. When in doubt about the process or policy relating to course work, assessment tasks, attendance or absences from tasks, refer closely to the guide or see your Teacher, Head Teacher, Head Teacher (Teaching and Learning), Year Adviser or Deputy. The main message is that the student needs to be responsible and communicate with their teachers to ensure they are supported to meet all the requirements of the HSC in a successful manner.

Should you require further information or explanation, please do not hesitate to see the Head Teacher (Teaching and Learning) who is responsible for compiling this Assessment Guide.

## 1 SCHOOL RESPONSIBILITIES

1. The school has the responsibility to ensure that all students enrolled in HSC courses are informed of the rules and requirements for HSC assessments tasks. This publication serves that purpose. Further information regarding the rules and regulations for the HSC can be obtained from the NESA Teaching and Educational Standards NSW website.
2. Each faculty will develop an assessment program for each HSC course it offers. This assessment program will be issued to all students enrolled in the course and will:
  - Inform each student of the requirements for each course
  - Indicate the type of task which will be used to measure performance in each component of the course
  - Specify values for each of these tasks and the component weightings
  - Provide information in regard to the term and week that tasks are due
  - A written copy of all course assessment outlines to be lodged with the Head Teacher (Teaching and Learning)
3. Each faculty will keep records of each student's performance in each task and will provide students with information regarding their progress. Students will be informed of individual ranks in each subject at the completion of the assessment task.
4. Student progress will be reviewed and warnings given to students at risk in regards to satisfactory course completion.
5. The school will distribute information regarding the HSC produced by the NESA Teaching and Educational Standards NSW in a timely fashion.

## 2 TEACHER RESPONSIBILITIES

Teaching staff are responsible for ensuring information concerning tasks is conveyed clearly to students.

1. Teachers will regularly check on the progress of all students. Course work, Major Projects and ongoing work will be checked at regular intervals. Subjects with major projects and ongoing work leading to the completion of major projects are:
  - Design & Technology
  - Industrial Technology
  - Community & Family Studies (IRP)
  - English (Extension 2)
  - History Extension
  - Visual Arts
  - Society & Culture (PIP)
  - Drama
2. Teachers will monitor student progress, document any concerns and parents will be notified. The Principal will interview students who are deemed to be unsatisfactory for any subject. Parents/Carers may be invited to attend this meeting.



3. Students whose ongoing work or major projects fall seriously behind the expected progress rate are to receive an official NESA Teaching and Educational Standards “N” warning. Students who receive these warnings and who do not attempt to “catch-up” may be N-Determined for the HSC in that subject.
4. While students have been issued with assessment guidelines for each course, teachers will still need to notify students in writing at least **two weeks** in advance of a task being due. This notification must state the:
  - Actual date of assessment and task number
  - Specific nature and requirements of the assessment
  - Weighting of the assessment task.
5. The date for an assessment task can only be changed under **extenuating circumstances**. Teachers are to:
  - Discuss the circumstances with their Head Teacher
  - Negotiate a new date with students referring to the calendar of assessment tasks
  - Ensure all students in the course are informed of the change in writing and that each student sign to say they have noted the new date
  - Inform the Head Teacher (Teaching and Learning).
6. Higher School Certificate assessment tasks will not be set during the **one week prior** to the end of term prior to the Trial Higher School Certificate examinations. Except in the case of elements of major projects contributing to the examination mark.
7. Under NESA Teaching and Educational Standards NSW policy, **NO discounting** of marks is allowed for work handed in late. Zero marks are awarded.
8. If a student fails to submit a task on the due date, the procedure outlined in the following pages under **Student Appeal Process** should be followed or a non-attempt recorded and a letter sent to the student and the student’s Parent/Carer, if the student is under 18 years of age.
9. If a teacher receives a written request from a student regarding discrepancies or mistake in a grade or mark, the teacher must:
  - Check all marks and calculations relevant to the assessment task
  - Report the student request to their Head Teacher

If there has been an error, the whole class must be re-issued with a copy of their grade or mark showing the alteration **OR**

10. If the teacher can find **NO** error and the student is still not satisfied, then the matter must be referred to the Senior School Review Panel via the Faculty Head Teacher, accompanied by written documentation, for their consideration.

**NOTE: This is NOT classified as an Accident/Misadventure/Illness/Special Circumstances, but will be considered by a Special Meeting of the full Senior School Review Panel**

### 3 STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
  - Followed the course which has been developed or endorsed by NESAs Teaching and Educational Standards.
  - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course, and
  - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks. This includes oral assessment tasks.
3. Students must submit their work on or before the due date. Note that students must attend all scheduled classes on the due date and any absences must be supported by appropriate documentation and a misadventure form submitted.
4. Students must present their own work at all times. See Appendix A for the School's Integrity Policy.
5. Malpractice, Invalid or Unreliable Task. The Senior Review Panel will determine the procedure to be implemented which may include an alternative task. A new date would be negotiated and the same course outcomes addressed. Malpractice is recorded on the NESAs Administration site.
6. In courses where students are required to submit a major project for assessment they must:
  - Show consistent progress over a period of time
  - Provide all supporting evidence of where they obtained their information or carried out their work
  - Maintain a log or process diary detailing the progress of the project
  - Major projects that have not gone through the process of supervision and are only produced on the due date will not be validated for submission by the school.
7. In the event of a student failing to complete a set task on the due date, they must complete the **Bulli High School Application for Accident/Misadventure/Illness/Special Circumstances** following the procedures set out in this booklet if they wish to have the task considered for assessment purposes. (**Appendix B** sets out a summary of the procedure to be followed). The Senior School Review Panel will consider the request and determine whether:
  - An estimate based on all other assessment tasks be given
  - A substitute task be set and completed
  - An extension of time be granted
  - A mark of zero be given
  - A 'non-attempt' awarded and an 'N-Determination Warning' be issued.

Regardless of the outcome of the Senior Review Panel, the student must still complete the task to a satisfactory standard to be deemed to have fulfilled course requirements.

8. Students will receive a ZERO mark for tasks:
  - Which are not their own work
  - Which have not been submitted on the due date
  - Which have not been exempted by following the procedure in Point 5
  - Where student malpractice in an examination has been detected.
9. Students must make a genuine attempt at completing assessment tasks that contribute at least 51% of the available marks for that course. Students who do not meet this requirement will be deemed to have not completed the course.
10. If a student decides to question the grading or mark awarded on a HSC assessment task, a request must be made to the course teacher within **two school days** of the task being returned.
11. Students are also required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
12. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to the NESAs Teaching and Educational Standards.
13. Unless specifically requested by the teacher, assessment should be presented in 'hard copy' – that is on paper.
14. Students must make a serious attempt in all examinations. The School may award zero for an examination if a student is found to have engaged in malpractice or made a non-serious attempt at the examination.
15. Students must follow the procedures set out in the "Examination Rules" (**Appendix B**) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

**POLICY ON TECHNOLOGY IN ASSESSMENT TASKS:**

16. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage, etc.), students are responsible for keeping a backup copy of the entire task.
17. Students who hand in their task using an electronic/digital storage device must demonstrate to the teacher **AT THE TIME** the task is submitted that the file can be opened and accessed by the teacher. Task guidelines are to be followed.
18. Technology malfunction is **NOT A REASON FOR APPEAL**. This includes, but is not limited to: poor or unreliable internet access, losing files on a device, files or storage devices that are unable to be read or opened by the teacher, problems with cloud-based storage, problems with mailing or uploading files, corruption of files or computer malfunction the day before or on the day of the due date of the task.

To mitigate technology issues, students are advised to ensure that they retain back-up copies and hard copies of draft work, feedback and final copies of their assessment task before submission.

Understanding the School, NSW Department of Education and NESA rules and guidelines is ultimately the student's responsibility.

Not following the procedures or guidelines set out in this booklet may jeopardise your ability to successfully meet all the criteria and requirements for the HSC.

See your teachers, work with them and communicate to them any variations or changes before the due date of tasks.

## 4 DISABILITIES PROVISIONS

NESA may approve disability provisions if you have a disability that would, in a normal examination situation, prevent you from:

- Reading the examination questions
- Communicating responses.

Any HSC student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. The definition of 'disability' in the Disability Discrimination ACT 1992 includes:

- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological, and
- Learning disabilities, as well as
- Physical disfigurement and
- The presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an examination situation.

Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.

Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations. At Bulli High School, disability provision examinations are usually conducted in the Library.

Speak to the Principal, Deputy Principal, Year Adviser or School Counsellor if you would like to apply for disability provisions. You can apply from Term 4 in Year 11. You should apply as soon as possible.

Your application should include recent evidence of your disability, so you may need to organise testing early in the year so that you can apply by the closing date. You may also need to include work samples. If you don't have enough evidence, the decision may be delayed.

Emergency arrangements can be made if you have an illness or mishap just before the examination that affects your ability to read or respond in the examination. Please tell your Principal or Year Adviser immediately if this happens.

NESA cannot approve disability provisions to compensate you for:

1. Difficulty completing a course or preparing for the examination
2. Lack of familiarity with the English language.

More information:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

## 5 STUDENT APPEAL PROCESS

### 1. ACCIDENT, ILLNESS AND MISADVENTURE

- If a student believes that their performance in a HSC assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. **The School must be informed at once if a student is unable to sit for an examination.** Parents/Carers/Student should ring the front office and ask for the message to be passed onto their teacher.
- Misadventure appeals include incidents which are outside the student's control but which allegedly affect performance in an examination or the ability to submit an assessment task. For example, the death of a family member or disruption at the examination centre, etc.

### 2. SPECIAL CIRCUMSTANCES

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, etc.) then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation. Family holidays should be scheduled outside of assessment periods and will only be considered as cause for special consideration in exceptional circumstances.

### 3. THE APPEALS PROCESS DOES NOT COVER

- Matters relating to long-term loss of preparation time
- Matters that could have been avoided e.g. Misreading a timetable, missing a bus, misreading the due date, etc
- Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a documented "flare up" during the time of the task or examination
- Technology failure such as computer malfunction, printer malfunction, internet failure, etc.

### 4. EVIDENCE FOR APPEAL

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

- A detailed statement by the student explaining how she/he has been affected
- A detailed medical certificate with dates as well as a statement as to how performance has been affected. In the case of misadventure, a statutory declaration should be provided with dates and times
- Any other evidence the student believes to be appropriate

**NOTE: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.**

### 5. TIME FRAME FOR LODGING AN APPEAL

Student absent on the day of the task submission/formal examination	The misadventure form and evidence must be supplied <b>on the day that the student returns to school.</b>
Student has prior knowledge of an absence coinciding with a task submission/formal examination	The misadventure form and written evidence must be supplied <b>before the due date</b> of the task/examination.

**NOTE: Appeals lodged outside these times will only be considered by the Senior School Review Panel in EXCEPTIONAL cases.**

## Flowchart & Checklist for Appeals

### Appeal Process for PLANNED ABSENCE

If you plan to be absent on the due date of the assessment or examination, you must complete each of the following steps:

1. Notify your teacher of the dates for your planned absence ASAP – or at least one week prior to the assessment or examination date.
2. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
3. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
4. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
5. Once the task is attempted and submitted for marking by the new due date, you will be deemed satisfactory in this assessment task.
6. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

#### Types of Planned Absences that may qualify for an Appeal

- ✓ **Involvement in extra-curricular activities:** If you are involved in a school competition, rehearsal for a school performance or any other extra-curricular activity **as a school representative**, to qualify for an appeal you must notify your teacher well ahead of the due date.
- ✓ **Extended Leave from school:** If you require time off school for an extended period of time you **MUST SEEK THE PRINCIPAL'S LEAVE**. You may not qualify for an appeal if you do not receive the Principal's permission for leave.

#### Types of planned absences that may not qualify for an Appeal

- × **Work Placement** – Students undertaking Work Placement are responsible for checking the due dates of their tasks prior to booking in the dates for Work Placement.
- × **School Excursion & Incursion** – Students who opt to attend a non-compulsory excursion or incursion (event at school) will be disqualified from seeking an appeal. Students are required to prioritise assessments and examinations above all other school commitments, **unless they are required as a representative of the school** for the event.

## Appeal Process for UNPLANNED ABSENCE

**If you are unexpectedly absent on the due date of the assessment or examination, you must complete each of the following steps:**

1. Notify your teacher of your absence ON THE DAY OF or ONE DAY AFTER the assessment or examination date.
2. Notify your teacher of your anticipated return date to school.
3. Collect and complete all the details for the Appeal for Illness/Misadventure form and follow the guidelines regarding timeframe for lodging an appeal, and providing detailed and independent supporting evidence (this may include a medical certificate, statutory declaration signed by an independent observer, e.g. Police or Justice of Peace).
4. Give the completed form and supporting evidence to your class teacher/Head Teacher to complete. The teachers will finalise their recommendations then submit it to the Senior Review Panel.
5. Resolve the task by attempting it on the new due date or an alternative task as directed by your Teacher or Head Teacher of the course. Expect to be given a task to complete on your earliest return to school.
6. Once the task is attempted and submitted for marking by the new due date, you will be deemed satisfactory in this assessment task.
7. In order for you to have your mark awarded, the appeal form needs to be endorsed by the Senior Review Panel. You and your Parents/Carers will be notified of this in the written form.

### **Types of Unplanned Absences that may qualify for an appeal**

- ✓ **Severe Illness on the day of the task:**  
If you are severely ill on the due date of the task, you must take the following steps:  
Contact the school and notify your teacher of your absence and your return date to school.
  1. Get a support document, such as a medical certificate, to verify your illness.
  2. Collect an Illness/Misadventure Appeal form to appeal your mark of zero. Complete all the mandatory sections then hand it into your teacher.

Please note: Students who are absent on the day of the task are required to 'resolve'/attempt their missed assessment task on the earliest return date to school.

### **Types of Unplanned Absences that may not qualify for an Appeal**

- × **Illness without independent verification** – If you are ill and do not have an independent document, such as a doctor's certificate or a STATUTORY DECLARATION SIGNED BY A JUSTICE OF THE PEACE (JP).
- × **Travel, car or misreading of timetable, assessment notification issues.**
- × **Extra-Curricular activity without class teacher's permission** – if you did not notify *your class teacher for which you have an assessment due*, of an involvement in extracurricular activities, such as excursions, incursions, rehearsals, etc., you will not qualify to seek an appeal to your mark of zero.



## 6 SENIOR REVIEW PANEL RESPONSIBILITIES

1. The Senior School Review Panel will oversee:
  - The implementation of Bulli High School's HSC Assessment Policy
  - Monitor student progress in Higher School Certificate courses
  - Make determinations on appeals relating to Student Assessment
  
2. The Panel will comprise of the Head Teacher (Teaching and Learning) and one or both of the following:
  - Deputy Principal in charge of Year 12
  - Year 12 Adviser.
  
3. The convener of the Senior School Review Panel will communicate decisions relating to student appeals to the Faculty Head Teacher and the Class Teacher.
  - It will be the Head Teacher's responsibility to communicate this decision to their staff and ensure any recommendations are implemented
  - It will be the Class Teacher's responsibility to communicate this decision to the student and to liaise with the Faculty Head Teacher to ensure the student understands the decision and complies with any subsequent tasks
  - A written notification will be sent to the student's Parents/Carers in cases where the student is under 18 years of age.
  
4. If a student or Parent/Carer continues to dispute the decision of the Senior School Review Panel, or continues to question the appeals process, then a **SPECIAL MEETING** will be convened to resolve the issue. This meeting must be convened within **one week** of the original decision.

This meeting will:

- Be chaired by the Principal or nominee
- Receive and consider only written documentation and evidence relevant to the appeal in dispute
- Hear only relevant verbal and/or written representations from the student or their Parent/Carer pertaining to the dispute or complaint
- Give fair deliberation to the evidence presented by all parties concerned and make a decision based on the guidelines provided by the NESA Teaching and Educational Standards NSW.

**NOTE: The decision of this special meeting will be binding and a full report on the procedures and all relevant documentation will be forwarded to the:**

- Faculty Head Teacher and the subject teacher
- Student, Parent/Carer
- School Education Director

## **7 REVIEW OF OVERALL RANKING IN HSC COURSES**

Students may seek a review of their position in the order of merit (ranking). This would be based on information given to the student by the teacher during the assessment period. The review will be in relation to the order of merit only. A review of assessment task marks will not be undertaken.

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or “N-Determination”, for a particular course. Should a student be awarded an N-Determination, the course will not appear on the Higher School Certificate results notice. This may result in the students having their HSC withheld until they can meet HSC requirements.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive two or more warnings before the Principal will recommend to the NESA Teaching and Educational Standards NSW that an N-Determination be awarded.

### **What are N-Warning notifications?**

Students must be ‘satisfactory’ in their course in order to receive a HSC mark and rank. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being ‘unsatisfactory’ in their course. Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student’s responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher’s instructions on N-warning notifications.

### **FIRST WARNING LETTER:**

This N-Award Warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The class teacher and /or Faculty Head Teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation will interview the student. Parents/Carers will be informed in writing.

### **SECOND WARNING LETTER:**

This N-Award Warning indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem. The Head Teacher and/or Head Teacher (Teaching and Learning) or Principal or Deputy Principal will interview the student. Parents/Carers will be contacted and/or may be asked to attend the interview.

### **CONTINUED OR FURTHER CONCERN:**

If the N-Award Warnings have not been resolved, the student may receive a formal N-Award Determination for that subject. Students will be notified and/or interviewed by the Principal who will explain what actions, if any, the student can take to meet requirements. The Principal will notify Parents/Carers.

## 8 HEAD TEACHER RESPONSIBILITY

1. Faculty Head Teachers are responsible for ensuring that all assessment tasks issued to students by their staff are in accordance with the NESA Teaching and Educational Standards NSW guidelines.
2. Where students fail to present assessment tasks on the due date, a ZERO mark is to be awarded, warning letters issued and interviews with student and Parents/Carers organised, where applicable.
3. Appeals from students relating to assessment tasks are to be dealt with promptly. Appropriate documentation be completed. Copied and forwarded to the Head Teacher (Teaching and Learning) for deliberation by the Senior School Review Panel.
4. Decisions of the Senior School Review Panel to be communicated to their staff and follow up action monitored

## 9 YEAR ADVISER RESPONSIBILITY

Year Advisers can assist students to maintain a sense of focus or provide wellbeing support on the students' process towards achieving their HSC. They can provide the following:

1. Assist in the monitoring of student progress in HSC courses
2. Identify any student experiencing difficulties and refer these to the Deputy Principal (Year 12) and the Head Teacher (Teaching and Learning) or Faculty Head Teacher.

## 10/ ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task with the exception of examinations falling within the scheduled examination period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible, however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning, you should fill in the summary calendar on the back page.

### PLEASE NOTE:

**Although great effort was made to ensure this document is error free at the time of publication, there may be some typographical errors.**

**Where there is variation between this booklet and the final ASSESSMENT notification or VERBAL INSTRUCTION given to you by your teacher – the final notification and teacher's amendment will stand.**

## **ASSESSMENT SCHEDULE HSC 2019 – 2020**

Please make sure you refer closely to the scope and sequence of assessment tasks to help plan, map and prepare fully for each of your formal tasks.

Remember that the written notification issued by your class teacher supersedes the information provided here.

If you have any questions, see your teacher in the first instance.

<b>COURSE: ANCIENT HISTORY</b>				<b>KLA: HSIE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Pompeii and Herculaneum source analysis/study	Topic assessment with in class responses based on seen questions Sparta and P + H	Personality and/or Society – Research Task	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 10	Term 1, 2020 Week 9	Term 2, 2020 Week 6	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-10	AH12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-10	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	5	15	5	15	<b>40</b>
<b>Historical skills, analysis and interpretation of sources</b>	10	5	-	5	<b>20</b>
<b>Historical inquiry &amp; research</b>	-	5	10	5	<b>20</b>
<b>Communication &amp; historical understanding</b>	5	5	5	5	<b>20</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: BIOLOGY</b>				<b>KLA: SCIENCE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	In-class test: Analysis of Secondary Data	Topic Test Module 5	Depth Study Module 7	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 4	Term 2, 2020 Week 5	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	BIO11/12-1, BIO11/12-7, BIO11/12-4, BIO11/12-5, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
<b>Course Components</b>					<b>Weightings</b>
<b>Skills in working scientifically</b>	20	10	20	10	<b>60</b>
<b>Knowledge &amp; understanding of course content</b>	5	10	5	20	<b>40</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>COURSE: BUSINESS STUDIES</b>				<b>KLA: HSIE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Marketing Case Study: Jamberoo Action Park. Students research and present a marketing plan	Topic Test: Stimulus and knowledge-based questions on Marketing and Operations – Business report format	Case Study Extended Response. Extended response question requiring students to integrate case study examples	Trial HSC Examination 3 hour written examination assessing Operations, Marketing and Finance topics	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 8	Term 2, 2020 Week 4	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H1-2, H4-6, H8-9	H1-3, H5-6, H9	H2, H5-9	H1-6, H8-10	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	10	-	20	<b>40</b>
<b>Stimulus-based skills</b>	-	10	-	10	<b>20</b>
<b>Inquiry &amp; research</b>	-	-	20	-	<b>20</b>
<b>Communication of business information &amp; ideas</b>	20	-	-	-	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: CHEMISTRY</b>				<b>KLA: SCIENCE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Analysis of Secondary Data – In-class test  Module 5	Depth Study  Module 6	Practical Task  Module 8	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 1, 2020 Week 2	Term 2, 2020 Week 1	Term 2, 2020 Week 6	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12	CH11/12-1 to CH11/12-7, CH12-13, CH12-15	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15	CH11/12-2 to CH11/12-7, CH12-12, CH12-13, CH12-14	
<b>Course Components</b>					<b>Weightings</b>
<b>Skills in working scientifically</b>	10	25	15	10	<b>60</b>
<b>Knowledge &amp; understanding of course content</b>	10	5	5	20	<b>40</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



<b>COURSE: COMMUNITY &amp; FAMILY STUDIES</b>					<b>KLA: PDHPE</b>
<b>UNITS: 2 (Board Developed – ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Independent Research Project.	Investigation: Positive influences on community attitudes towards a group	In-class assessment: Support for parents and carers	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 10	Term 1, 2020 Week 9	Term 2, 2020 Week 6	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H4.1, H4.2	H2.2, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1	H1.1, H2.1, H2.2, H3.2, H5.1	H1.1 – H6.2	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	10	15	15	20	<b>60</b>
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>COURSE: CONSTRUCTION PATHWAYS CERTIFICATE II</b>		<b>KLA: VET</b>	
<b>UNITS: 2 (Board Developed – ATAR optional)</b>		<b>2019 - 2020</b>	
<p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency-based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full Certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>			
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Weighting</b>
<b>Task Description</b>	Mandatory completion of 35 hours of industry work placement	Trial HSC Examination 1 ½ hour written examination assessing course content	
<b>Proposed Date</b>	Dates vary dependent on student sourced placements	Term 3, 2020 Weeks 1 - 2	
<b>Marks</b>	N/A	100	<b>100</b>
<p>All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority</p>			
<b>Units of Compulsory Competency</b>		<b>Elective</b>	
CPCCCM1012A	Work effectively and sustainably in the construction industry	CPCCCA2002B	Use carpentry tools and equipment
CPCCCM1013A	Plan and organise work	CPCCCA2003A	Erect and dismantle formwork for footings and slab on ground
CPCCCM1014A	Conduct workplace communication		
CPCCCM1015A	Carry out measurements and calculations	CPCCCA2011A	Handle carpentry materials
CPCCCM2001A	Read and interpret plans and specifications	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
CPCCOHS1001A	Work safely in the construction industry	CPCCBL2002A	Use bricklaying and blocklaying tools and equipment
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	CPCCCM2004A	Handle construction materials
		CPCCCM2006B	Apply basic levelling procedures

<b>COURSE: DESIGN &amp; TECHNOLOGY</b>				<b>KLA: TECHNOLOGY</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name Of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Project Proposal, Management & Development Presentation	Innovation and Emerging Technology Case Study	Trial HSC Examination 1 ½ hour written examination assessing all course content	Project Evaluation & Promotion Presentation	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 2, 2020 Week 6	Term 3, 2020 Weeks 1 - 2	Term 3, 2020 Week 4	
<b>Syllabus Outcomes</b>	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2	H4.3, H5.1, H5.2, H6.1	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	-	10	20	10	<b>40</b>
<b>Knowledge and skills in designing, managing, producing and evaluating a major design project</b>	20	-	10	30	<b>60</b>
<b>Marks</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>COURSE: DRAMA</b>				<b>KLA: CAPA</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Extended essay response on <i>Contemporary Australian Theatre Practice</i>	Extended essay response on <i>Studies in Drama Theatre – Verbatim Theatre</i>	Practical Projects: Group Performance – Development of the GP and Logbook  Individual Project - Development of IP and Logbook	Trial Examination 1½ hour written examination based on topic areas studied  Practical Projects Submission of IP and GP (Performance Night)	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 9	Term 2, 2020 Weeks 9 - 10	Term 3 - Weeks 1 – 2 Term 3 - Week 4	
<b>Syllabus Outcomes</b>	H3.1, 1.2, 1.3, 3.2, 3.3, 3.4, 3.5, 2.4	H1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 2.4	H1.1, 1.2, 1.3, 1.5, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3, 3.5 H3.1, 3.2, 3.3, 3.4, 3.5	H1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 1.2, 2.4	
<b>Course Components</b>					<b>Weightings</b>
<b>Making</b>	5	5	30	-	<b>40</b>
<b>Performing</b>	-	-	10	20	<b>30</b>
<b>Critically Studying</b>	5	5	-	20	<b>30</b>
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>40</b>	<b>40</b>	<b>100</b>

<b>COURSE: EARTH &amp; ENVIRONMENTAL SCIENCE</b>					<b>KLA: SCIENCE</b>
<b>UNITS: 2 (Board Developed – ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	1 hour assessment based on interpreting data and secondary information	Practical test based on aspects of practical work covered in modules 5 & 6	Depth Study – Students will conduct a field work investigation based on human impacts	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 7	Term 2, 2020 Week 3	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	EES11/12-4, EES11/12-6	EES11/12-3, EES11/12-5	EES11/12-1, EES11/12-2, EES11/12-6, EES11/12-7, EES12-14	EES12-12, EES12-13, EES12-14, EES12-15	
<b>Course Components</b>					<b>Weightings</b>
<b>Skills in Working Scientifically</b>	15	15	20	10	<b>60</b>
<b>Knowledge and understanding of course content</b>	5	5	10	20	<b>40</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>COURSE: ENGINEERING STUDIES</b>				<b>KLA: TECHNOLOGY</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Developing an engineering report related to application module – Civil Structures	Testing and evaluation task related to focus module – Aeronautical Engineering	Develop an engineering report related to a chosen focus module	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 8	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H6.2	H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H1.1, H2.2, H3.2, H4.1, H4.2, H4.3	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	15	10	15	20	<b>60</b>
<b>Knowledge and skills in designing, managing, producing and evaluating a major design project</b>	10	10	10	10	<b>40</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

COURSE: ENGLISH ADVANCED				KLA: ENGLISH	
UNITS: 2 (Board Developed – ATAR)				2019 - 2020	
Name of Task	Task 1 Common Module: <i>Texts and Human Experiences</i>	Task 2 Module A: <i>Textual Conversations</i>	Task 3 <i>The Craft of Writing Module B &amp; C</i>	Task 4 Trial HSC Examination	
Task Description	Students are to compose an in-class analytical response based on their prescribed text ( <u>1984</u> ) and related material of their own choosing. The question will be provided prior to the scheduled date of the task.	Students will compose and deliver a multimodal presentation based on their study of the prescribed texts: <u>Richard III</u> (Shakespearean drama) and <u>Looking for Richard</u> (film).	Students will compose an imaginative and discursive text based on their study of <i>Module C: The Craft of Writing</i> and <i>Module B: Critical Study of Literature</i> . They will also be required to reflect on their writing process. The task consists of a take-home and in-class test component.	Students will sit a Trial HSC Examination consisting of: Paper 1: <i>Common Module – Texts and Human Experiences</i> (1 ½ hrs + 10 mins reading time) Paper 2: <i>Modules</i> (2 hrs + 5 mins reading time).	
Proposed Date	Term 4, 2019 Week 8	Term 1, 2020 Week 8	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
Syllabus Outcomes	EA12-1, EA12-4, EA12-5, EA12-6	EA12-1, EA12-2, EA12-3, EA12-6	EA12-1, EA12-5, EN12-8 EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7	
<b>Course Components</b>					<b>Weightings</b>
Knowledge & understanding of course content	10	15	10	15	50
Skills in responding and communicating across all modes	10	10	15	15	50
Marks	20	25	25	30	100

<b>COURSE: ENGLISH EXTENSION 1</b>			<b>KLA: ENGLISH</b>	
<b>UNITS: 1 (Board Developed – ATAR)</b>			<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1 Common Module- Literary Worlds: Imaginative Response and Reflection Piece</b>	<b>Task 2 Elective 2 - Worlds of Upheaval: Critical Response</b>	<b>Task 3 Trial HSC Examination</b>	
<b>Task Description</b>	Students will be asked to imaginatively respond to stimulus based on their study of Literary Worlds. Students will also be asked to write a reflection on their imaginative response.	Students will compose a critical response. They will analyse two prescribed texts from the prescribed module as well as a related text of their own choosing.	Students will sit for a Trial HSC Examination comprising two sections: Section I – Common Module Section II - Electives <i>(2 hours + 10 mins reading time)</i>	
<b>Proposed Date</b>	Term 1, 2020 Week 10	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
<b>Course Components</b>				<b>Weightings</b>
<b>Knowledge &amp; understanding of complex texts &amp; their value.</b>	5	10	10	<b>25</b>
<b>Skills in complex analysis, composition &amp; investigation.</b>	10	10	5	<b>25</b>
<b>Marks</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>



<b>COURSE: ENGLISH EXTENSION 2</b>			<b>KLA: ENGLISH</b>	
<b>UNITS: 1 (Board Developed – ATAR)</b>			<b>2019 - 2020</b>	
<b>Name Of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Viva Voce and submission of Major Work Journal	Literature Review and submission of Major Work Journal	Critique of the Creative Process and submission of Major Work Journal	
<b>Proposed Date</b>	Term 1, 2020 Week 2	Term 2, 2020 Week 5	Term 3, 2020 Week 3	
<b>Syllabus Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-5	
<b>Course Components</b>				<b>Weightings</b>
<b>Skills in extensive independent research</b>	15	20	15	<b>50</b>
<b>Skills in sustained composition</b>	15	20	15	<b>50</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

COURSE: ENGLISH STANDARD				KLA: ENGLISH	
UNITS: 2 (Board Developed – ATAR)				2019 - 2020	
Name of Task	Task 1 Common Module: <i>Texts and Human Experiences</i> Analytical Response	Task 2 Module A: <i>Language, Identity and Culture</i> Multimodal Presentation	Task 3 Module C: <i>The Craft of Writing</i> Imaginative Text & Reflection Piece	Task 4 Trial HSC Examination	
<b>Task Description</b>	Students are to compose an in-class analytical response based on their prescribed text and related material of their own choosing.	Students will compose and deliver a multimodal presentation based on their study of Module A: <i>Language, Identity and Culture</i> .	Students will compose an imaginative text based on their knowledge and understanding of Module C: <i>The Craft of Writing</i> . Students will also submit a reflection piece on the due date	Students will sit a Trial HSC Examination consisting of: Paper 1: <i>Common Module – Texts and Human Experiences</i> (1 ½ hrs + 10 mins reading time) Paper 2: <i>Modules</i> (2 hrs + 5 mins reading time).	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 8	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	EN12-1, EN12-3, EN12-5, EN12-6	EN12-1, EN12-2, EN12-4, EN12-8	EN12-1, EN12-5, EN12-7, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in responding and communicating across all modes</b>	10	10	15	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>COURSE: ENGLISH STUDIES</b>				<b>KLA: ENGLISH</b>	
<b>UNITS: 2 (Board Endorsed – ATAR optional)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1 Common Module: <i>Texts and Human Experiences</i> Analytical Response &amp; Reflection Piece</b>	<b>Task 2 Elective Module: <i>In the Marketplace</i> Advertising Pitch</b>	<b>Task 3 All Modules: Collection of Classwork</b>	<b>Task 4 Trial HSC Examination</b>	
<b>Task Description</b>	Students are to compose an in-class analytical response based on their prescribed text and related material of their own choosing.	Students will deliver a 4-5 minute presentation based on a marketing campaign developed for their fictional business.	Students will publish a collection of their classwork.	Students will sit a Trial HSC Examination based on their study of the Common Module, Electives and Writing Skills (2½ hours + 10 mins reading time).	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 8	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	ES12-1, ES12-4, ES12-5, ES12-6, ES12-9, ES12-10	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	15	10	15	<b>50</b>
<b>Skills in comprehending, communicating &amp; using language</b>	10	10	15	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>COURSE: ENTERTAINMENT</b>		<b>KLA: VET</b>	
<b>Units: 2 (Board-Developed, Category B - ATAR optional)</b>		<b>2019 - 2020</b>	
Course: NTIS code – <b>CUA30415 Certificate III in Live Production and Services</b> 4 Preliminary and/or HSC units in total Board Developed Course      Category B status for Australian Tertiary Admission Rank (ATAR)			
<b>Course Description</b> This curriculum framework course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications for employment in the entertainment industry. This is known as dual accreditation. Students will be able to gain skills in communication, safe work practices, working with others staging and using audio, lighting and vision systems. This qualification is designed to reflect the role of individuals who work in technical production teams, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations within the entertainment industry. Possible occupations include stage hand, lighting technician, set designer and sound technician.			
<b>Units of Competency Compulsory</b> CUAWHS302 <a href="#">Apply work health and safety practices</a> CUAPPR304 <a href="#">Participate in collaborative creative projects</a> SITXCCS303 <a href="#">Provide service to customers</a>		<b>Elective</b> CUASTA301 <a href="#">Assist with production operations for live performances</a> CUASMT301 <a href="#">Work effectively backstage during performances</a> CUASTA202 <a href="#">Assist with bump in bump out of shows</a>	
Students may apply for Recognition of Prior Learning provided suitable evidence is submitted. To meet ATAR and NSW BOSTES Standards students are required to complete the following 2 tasks at Bulli HS			
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Weighting</b>
<b>Task Description</b>	All students are required to complete 70 hours total over two years with year 12 consisting of 35 hours in-school work placement. A work place diary must be kept to log your hours and duties completed.	HSC Trial Examination. 2 hour written examination consisting of multiple choice, short answers and extended response from topics studied in the student assessment packages.	All tasks (written examination, theory, work placement) must be completed to be considered for the NSW Educational Standards Assessment award. Weightings, marks and ranks are not collected in this competency-based course.
<b>Proposed Date</b>	Term 3, Week 6, 2020 *Except for examination period	Term 3, 2020 Weeks 1-2	-
<b>Marks</b>	35 hours	100	-

<b>COURSE: FRENCH BEGINNERS</b>				<b>KLA: CAPA</b>	
<b>UNITS: 2 (Board-Developed - ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Listening and Writing Producing texts in French and responding to French texts in English.	Speaking and Reading Communicating in French and responding to French texts in English.	Trial Examination – Speaking: 5 minute conversation on student’s ‘Personal World’	Trial HSC Examination. 2h 40m written examination assessing all course content.	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 7	Term 2, 2020 Week 9	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	2.1, 2.2, 2.3 3.1, 3.2, 3.3	1.1,1.2,1.3 2.2,2.4,2.5	1.1, 1.2, 1.3, 1.4,	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
<b>Course Components</b>					<b>Weightings</b>
<b>Speaking</b>	-	5	15	-	<b>20</b>
<b>Listening</b>	20	-	-	10	<b>30</b>
<b>Reading</b>	-	20	-	10	<b>30</b>
<b>Writing</b>	10	-	-	10	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>

<b>COURSE: FRENCH CONTINUERS</b>					<b>KLA: CAPA</b>
<b>UNITS: 2 (Board Developed - ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Speaking and Reading Communicating in French and responding to French texts.	Listening and Writing Responding to French texts in English and Producing French texts.	Speaking Trial Examination – 10 minute conversation on student's 'Personal World'	Trial HSC Examination. 3 hour written examination assessing all course content.	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 7	Term 2, 2020 Week 9	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	1.1, 1.3, 3.3, 3.4, 3.5	2.1, 2.2, 2.3 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
<b>Course Components</b>					<b>Weightings</b>
<b>Speaking</b>	5	-	15	-	<b>20</b>
<b>Listening</b>	-	20	-	10	<b>30</b>
<b>Reading</b>	20	-	-	10	<b>30</b>
<b>Writing</b>	-	10	-	10	<b>20</b>
<b>Marks</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100</b>

<b>COURSE: HISTORY (EXTENSION)</b>			<b>KLA: HSIE</b>	
<b>UNITS: 1 (Board Developed – ATAR)</b>			<b>2019 - 2020</b>	
<b>Name Of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	In class response based on 'What is History?' component of the course	Major Project – Students are to research a topic of their choosing in conjunction with the teacher and submit a response	Trial HSC Examination 2 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 1, 2020 Week 10	Term 2, 2020 Week 10	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	HE12-1, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
<b>Course Components</b>				<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	15	5	15	<b>35</b>
<b>Application &amp; evaluation of social research methods</b>	5	20	5	<b>30</b>
<b>Communication of information &amp; ideas</b>	10	15	10	<b>35</b>
<b>Marks</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

<b>COURSE: HOSPITALITY CERTIFICATE II IN KITCHEN OPERATIONS</b>			<b>KLA: VET</b>
<b>UNITS: 2 (Board Developed – ATAR optional)</b>			<b>2019 - 2020</b>
<p>This Industry Curriculum Framework course is accredited for the HSC and also provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation. To achieve both credentials different assessment methods are utilised. In Industry Curriculum Framework courses assessment is competency-based which requires students to develop the competencies, skills and knowledge described by each unit of competency listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor. To gain a full Certificate II credential, all units of competency must be achieved or a statement of attainment will be awarded.</p>			
<b>Name Of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Weighting</b>
<b>Task Description</b>	Mandatory completion of 35 hours of industry work placement	Trial HSC Examination 1 ½ hour written examination assessing course content	
<b>Proposed Date</b>	Dates vary dependent on student sourced placements	Term 3, 2020 Weeks 1 - 2	
<b>Marks</b>	N/A	100	<b>100</b>
<p>All tasks are viewed as equally important. All tasks must be completed satisfactorily to be considered by the NSW Educational Standards Authority</p>			
<b>Units of Compulsory Competency</b>		<b>Elective</b>	
BSBWOR203	Work effectively with others	SITXFSA002	Participate in safe food handling practices
SITXFSA001	Use hygienic practices for food safety	SITHIND002	Source and use information on the hospitality industry
SITXWHS001	Participate in safe work practices	SITHFAB005	Prepare and serve espresso coffee
SITXINV002	Maintain the quality of perishable items	SITHCCC006	Prepare appetisers and salads
SITHCCC001	Use food preparation equipment	SITHCCC002	Prepare and present simple dishes
SITHCCC005	Prepare dishes using basic methods of cookery	BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC011	Use cookery skills effectively		
SITHKOP001	Clean kitchen premises and equipment		



<b>COURSE: INDUSTRIAL TECHNOLOGY</b>				<b>KLA: TECHNOLOGY</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Initial Project Proposal Presentation of Major Project Ideas and Development	Industry Study Report Written research report – Multimedia Industry Study	Presentation of Major Work. Presentation of practical and portfolio components of Major Project	Trial HSC Examination 1 ½ hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 10	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2	H1.1, H1.2, H1.3, H2.1, H3.2, H5.1, H6.1, H7.1, H7.2	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H5.1, H6.1, H7.1, H7.2	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	5	10	15	<b>40</b>
<b>Knowledge and skills in designing, managing, producing and evaluating a major design project</b>	20	5	20	15	<b>60</b>
<b>Marks</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>COURSE: LEGAL STUDIES</b>				<b>KLA: HSIE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Crime – Annotated Media File	Topic Test – Crime and Human Rights. Will include some seen extended response questions and multiple choice/short answer. In class.	Family Essay / Research Task	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 10	Term 1, 2020 Week 10	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H1, H4, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10	H2, H3, H4, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	5	15	5	15	<b>40</b>
<b>Analysis &amp; evaluation</b>	5	5	5	5	<b>20</b>
<b>Inquiry &amp; research</b>	5	5	5	5	<b>20</b>
<b>Communication of legal information &amp; ideas</b>	5	5	5	5	<b>20</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: ADVANCED MATHEMATICS</b>				<b>KLA: MATHEMATICS</b>	
<b>UNITS: 2 (Board Developed, ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Test completed in normal lesson time (maximum of 1 hour duration)	Independent Project Submission	Test completed in normal lesson time (maximum of 1 hour duration)	Trial HSC Examination 3-hour written examination assessing course content.	
<b>Proposed Date</b>	Term 4 Week 9	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	S1, M1, F2, T3	C2, C3, C4,	S2, S3	All outcomes	
<b>Course Components</b>					<b>Weightings</b>
<b>Concepts, skills and techniques used in wide range of theoretical and practical contexts.</b>	10	10	10	20	<b>50</b>
<b>Application and reasoning to construct arguments, proofs and interpretations of mathematical models.</b>	10	10	10	20	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

<b>COURSE: MATHEMATICS EXTENSION 1</b>				<b>KLA: MATHEMATICS</b>	
<b>UNITS: 1 (Board Developed, ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Test completed in normal lesson time (maximum of 1 hour duration)	Independent Project Submission	Test completed in normal lesson time (maximum of 1 hour duration)	Trial HSC Examination 2-hour written examination assessing course content.	
<b>Proposed Date</b>	Term 4 Week 10	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	V1	M1,T3,C2	C3,V2	All outcomes	
<b>Course Components</b>					<b>Weightings</b>
<b>Concepts, skills and techniques used in wide range of theoretical and practical contexts.</b>	10	10	10	20	<b>50</b>
<b>Application and reasoning to construct arguments, proofs and interpretations of mathematical models.</b>	10	10	10	20	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

<b>COURSE: MATHEMATICS EXTENSION 2</b>				<b>KLA: MATHEMATICS</b>	
<b>UNITS: 1 (Board Developed - ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Independent Project Submission	Test completed in normal lesson time (maximum of 1 hour duration)	Test completed in normal lesson time (maximum of 1 hour duration)	Trial HSC Examination 3-hour written examination assessing course content.	
<b>Proposed Date</b>	Term 4 Week 8	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	MEX-N1	MEX-P1,V1,N2	MEX-P2,C1	All outcomes	
<b>Course Components</b>					<b>Weightings</b>
<b>Concepts, skills and techniques used in wide range of theoretical and practical contexts.</b>	10	10	10	20	<b>50</b>
<b>Application and reasoning to construct arguments, proofs and interpretations of mathematical models.</b>	10	10	10	20	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

<b>COURSE: MATHEMATICS STANDARD 2</b>				<b>KLA: MATHEMATICS</b>	
<b>UNITS: 2 (Board Developed - ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	In-class task Chapters 1, 2 & 8	Independent Project Submission	In-class task Chapters 4, 6 & 7	Trial HSC Examination 2.5-hour written examination assessing course content.	
<b>Proposed Date</b>	Term 4 - 2019 Week 9	Term 1 - 2019 Week 8	Term 2 - 2019 Week 6	Term 3 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	F1.1, F4.1, F4.2, M6, M7	A1, A2, S4,	F4.2, F5, N2, N3, M1.3, M7	All outcomes	
<b>Course Components</b>					<b>Weightings</b>
<b>Concepts, skills and techniques used in wide range of theoretical and practical contexts.</b>	10	15	10	15	<b>50</b>
<b>Application and reasoning to construct arguments, proofs and interpretations of mathematical models.</b>	10	15	10	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: MATHEMATICS STANDARD 1</b>					<b>KLA: MATHEMATICS</b>
<b>UNITS: 2 (Board Developed - ATAR optional)</b>					<b>2019 - 2020</b>
Students studying Mathematics Standard 1 may elect to take an optional HSC examination. Should a student seek an ATAR, the examination mark may be used by UAC to contribute to the calculation of the ATAR.					
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	In-class task Chapters 1, 2 & 8	Independent Project Submission	Portfolio initial assessment	All students must sit the Trial HSC 2-hour examination, including non-ATAR candidates.	
<b>Proposed Date</b>	Term 4 - 2019 Week 9	Term 1 - 2019 Week 8	Term 2 - 2019 Week 6	Option 1 - Term 3 Weeks 1 – 2 Option 2 - Term 3 Weeks 4 – 5	
<b>Syllabus Outcomes</b>	F1.1, F4.1, F4.2, M6, M7	A1, A2, S4,	F4.2, F5, N2, N3, M1.3, M7	All outcomes	
<b>Course Components</b>					<b>Weightings</b>
<b>Understanding, fluency and communication.</b>	10	15	10	15	<b>50</b>
<b>Problem solving, reasoning and justification.</b>	10	15	10	15	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: MODERN HISTORY</b>				<b>KLA: HSIE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 – 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Topic 1 – Power and Authority in the Modern World – Research task/essay	Topic 2 – Peace and Conflict – Research Task	Topic 3 – 20 <sup>th</sup> Century USA – In class response	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 10	Term 1, 2020 Week 8	Term 2, 2020 Week 8	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	5	15	5	15	<b>40</b>
<b>Historical skills, analysis and interpretation of sources</b>	5	5	5	5	<b>20</b>
<b>Historical inquiry &amp; research</b>	5	5	5	5	<b>20</b>
<b>Communication &amp; historical understanding</b>	5	5	5	5	<b>20</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



<b>COURSE: PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</b>					<b>KLA: PDHPE</b>
<b>UNITS: 2 (Board Developed – ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Research Task – Critical analysis of training and nutritional program	In-class Assessment: The demands of specific athletes	Analysis Health Promotion/Public Health Evaluation	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 10	Term 1, 2020 Week 9	Term 2, 2020 Week 9	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H7, H8, H11,H16, H17	H11, H16, H17	H4, H5, H14, H15	H1–H5, H7–H11, H14–H17	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	10	10	10	<b>40</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	15	10	15	20	<b>60</b>
<b>Marks</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

<b>COURSE: PHOTOGRAPHY, VIDEO &amp; DIGITAL MEDIA</b>					<b>KLA: CAPA</b>
<b>Units: 2 (Board Endorsed, Non-ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1: Critical Study</b>	<b>Task 2: Major Work 1</b>	<b>Task 3: Photographic Journal</b>	<b>Task 4: Major Work 2</b>	
<b>Task Description</b>	Students develop a critical study into a selection of artists based in the documentary genre.	Students develop a major digital work based in the documentary genre.	Students to hand in their photographic journals for formal assessment	Students develop a self-directed major work	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 8	Term 2, 2020 Week 6	Term 3, 2020 Week 5	
<b>Syllabus Outcomes</b>	CH1-5	M1-6	CH1-5 M1-6	M 1-6	
<b>Course Components</b>					<b>Weightings</b>
<b>Art Making Practice</b>	-	30	10	30	<b>70</b>
<b>Art History and Criticism</b>	20	-	10	-	<b>30</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

<b>COURSE: PHYSICS</b>				<b>KLA: SCIENCE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Depth Study	Skills and Knowledge Test	Practical Task and analysis of secondary data	Trial HSC Examination 3 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 6	Term 1, 2020 Week 11	Term 2, 2020 Week 7	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	PH11/12-1, PH11/12-7, PH11/12-12	PH11/12-5, PH11/12-6, PH11/12-12, PH11/12-13	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-14	PH11/12-1 to PH11/12-7, PH11/12-12 to PH11/12-15	
<b>Course Components</b>					<b>Weightings</b>
<b>Skills in working scientifically</b>	25	15	10	10	<b>60</b>
<b>Knowledge &amp; understanding of course content</b>	5	10	5	20	<b>40</b>
<b>Marks</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>100</b>

<b>HSC COURSE: SOCIETY &amp; CULTURE</b>				<b>KLA: HSIE</b>	
<b>UNITS: 2 (Board Developed – ATAR)</b>				<b>2019 – 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Core: Social and Cultural Continuity and Change Essay + Formal PIP Proposal	Depth Study: Belief Systems booklet with in class responses based on seen questions	Depth Study: Popular Culture HSC structured essay	Trial HSC Examination 2 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 9	Term 1, 2020 Week 10	Term 2, 2020 Week 7	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	H1-7, H9, H10	H1-3, H5, H7, H9, H10	H1-3, H5, H7, H9, H10	H1-7, H9-10	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	10	15	15	<b>50</b>
<b>Application &amp; evaluation of social research methods</b>	10	10	5	5	<b>30</b>
<b>Communication of information &amp; ideas</b>	5	5	5	5	<b>20</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>COURSE: SPORT, LIFESTYLE &amp; RECREATION STUDIES</b>					<b>KLA: PDHPE</b>
<b>UNITS: 2 (Board Endorsed – Non ATAR)</b>					<b>2019- 2020</b>
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Pre & Post Fitness Testing Report. Develop, implement and analyse fitness tests submitted as a written report	Resistance Training Program Design program to suit needs of specified athlete	Practical Application Students demonstrate appropriate practical skills and game sense for required sports	Trial HSC Examination 1 hour written examination assessing all course content	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 1, 2020 Week 7	Term 2, 2020 Week 10	Term 3, 2020 Weeks 1 - 2	
<b>Syllabus Outcomes</b>	2.2, 3.2, 4.1	1.3, 2.2, 2.3, 3.2	1.2, 1.3, 3.1, 4.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.5	
<b>Course Components</b>					<b>Weightings</b>
<b>Knowledge &amp; understanding of course content</b>	10	10	-	30	<b>50</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	10	10	30	-	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>COURSE: VISUAL ARTS</b>				<b>KLA: CAPA</b>	
<b>UNITS: 2 (Board-Developed, ATAR)</b>				<b>2019 - 2020</b>	
<b>Name of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Task Description</b>	Documentation of artmaking processes in VAPD. Research of an artist to support Body Of Work development.	Development of the Body of Work presentation and essay.	Trial HSC Examination. 1 ½ hour written examination assessing Art Criticism & Art History	Visual Art Body of Work & Process Diary.	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 2, 2020 Week 5	Term 3, 2020 Weeks 1 - 2	Term 3, 2020 Week 5 (tbc)	
<b>Syllabus Outcomes</b>	H1, H2, H3, H4, H7, H8, H9	H1, H2 H3, H4, H5, H6, H7	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
<b>Course Components</b>					<b>Weightings</b>
<b>Artmaking</b>	10	15	-	25	<b>50</b>
<b>Art Criticism &amp; Art History</b>	10	15	25	-	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>COURSE: VISUAL DESIGN</b>					<b>KLA: CAPA</b>
<b>Units: 2 (Board Endorsed, Non-ATAR)</b>					<b>2019 - 2020</b>
<b>Name of Task</b>	<b>Task 1: Ceramic Container</b>	<b>Task 2: Research Task</b>	<b>Task 3: Design Task</b>	<b>Task 4: Major Design Task</b>	
<b>Task Description</b>	Students design and construct a ceramic container.	Students engage in a research task based on the Module studied.	Students complete a design task.	The Major Design Task consists of Student Visual Diary, documentation of class work, and development of ideas and techniques towards their Individual Design Task.	
<b>Proposed Date</b>	Term 4, 2019 Week 8	Term 2, 2020 Week 5	Term 2 Week 8	Term 3, 2020 Week 8	
<b>Syllabus Outcomes</b>	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2	DM1, DM2, DM3, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	
<b>Course Components</b>					<b>Weightings</b>
<b>Art Making Practice</b>	-	20	-	10	<b>70</b>
<b>Art History and Criticism</b>	20	-	20	30	<b>30</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Appendix A: BHS Academic Integrity Policy

### School Responsibilities

- Provide students with assessment guidelines
- Provide advice for students on avoiding plagiarism, collusion and collaboration
- Provide guidance on referencing required
- Ensure that students are instructed on the academic skills required in all courses
- Ensure that all HSC students have an understanding of the Academic Integrity Policy
- Ensure that pertinent school publications (printed and electronic) have statements that:
  - State clearly that plagiarism and collusion are not acceptable;
  - Provide comprehensive rules on what constitutes collaboration;
  - Provide rules and guidelines on group work and assessment
- Implement suitable procedures on penalties
- Provide an appeals process
- Maintain records of academic misconduct
- Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel. The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESAs Administration site.

### Student Responsibilities

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- Ensure understanding of the referencing requirements for courses
- Ensure that original work is submitted, without plagiarising or cheating
- Understand all aspects of Assessment guidelines
- Avoid all undertakings that could be considered instances of academic dishonesty

### Procedures and Penalties for Suspected Plagiarism and/or Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardize your HSC exam results.

*(NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006)*

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’  
*(NESAs, All My Own Work, 2006)*

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either;  
*Intended or Unintended plagiarism*



## Actions to be followed when:

### 1 Intended Plagiarism is detected:

- Review whether the student has received a previous written warning
- Compare the extent of the plagiarism with the student's original work
- Review how it will adversely affect other students
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

### 2 Where the nature of the plagiarism is *not* considered very serious:

- Issue a written warning which refers to the consequences of any further actions of this nature
- The Head Teacher may also take the following action:
  - ✓ Student must re-submit the work
  - ✓ Student must re-submit another form of assessment
  - ✓ Give the student a fail mark

### 3 Where the nature of the Plagiarism *is* considered very serious:

- Refer the matter to the Principal, who may:
  - ✓ Issue a written warning which refers to the consequences of any further actions of this nature
  - ✓ Ask the student to re-submit the work
  - ✓ Ask the student to re-submit another form of assessment
  - ✓ Give the student zero marks for the work
  - ✓ The student may lose that course from their HSC award (see NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006)

## Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Teaching & Learning) and Year 12 Adviser
- The student must apply in writing to the Principal
- The Appeals Committee will confirm or vary any recommendations that were originally made
- The student will be notified in writing of the Committee's decision and their reasons for their decision

## References

- Rules and Procedures Guide: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- Disabilities Provisions Policy: <http://ace.nesa.nsw.edu.au/ace-10001>
- Breaking HSC Rules: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/breaking-hsc-rules>
- HSC All My Own Work Modules and Guides: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Academic Honesty & Plagiarism: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
- UWS Code of Conduct: <https://policies.westernsydney.edu.au/view.current.php?id=00072>

## Appendix B: BHS Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

### Before the Examination:

- Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
- Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- Do not take paper or other written material into the examination.
- Bags for personal items must be left at the back of the room.

### During the Examination:

- Enter the examination hall only after instructions from the supervisor.
- Sit in your allocated seat quickly.
- Do not touch/open the examination paper until instructed.
- Complete the attendance slip and place in the top right hand corner of your desk.
- Reading time is provided for all examinations. You must not write in this time.
- Write your student number on all examination papers. Do not write your name.
- Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- If you need to go to the toilet, raise your hand and wait for the permission of the supervisor.
- You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- Wait quietly until you are instructed to leave.
- Do not remove any papers from the examination room.

## Appendix C: Honesty in Assessment

NESA have issued a statement in relation to Honesty in the HSC that includes the 'All My Own Work' program and special rules relating to submitted works such as major works.

The statement is reproduced below but you should also go to the website and read the attached documents. NESA and the School treat honesty very seriously – don't ignore their warnings!

*The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.*

*Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.*

*Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.*

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

### IMPORTANT LINKS TO NESA WEBSITE for more information on the following:

- **Student Checklist:** [NESA HSC Student Checklist Term 4 2019 to Term 4 2020](#)
- **Students Online:** <https://studentsonline.nesa.nsw.edu.au>
- **HSC Exam Rules & Processes, including Exam Equipment List:**
  - [Rules and Procedures for Higher School Certificate Candidates](#)
  - [HSC Assessment and Submitted Works – Advice to Students](#)
  - [HSC assessment in a standards-referenced framework – A Guide to Best Practice](#)
  - [ACE 9023 Honesty in HSC assessment: what constitutes malpractice](#)
- **HSC All My Own Work – guide to best practice & working with integrity:**  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- **NESA's Exam Resources for Students:**  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsd/exam-advice-resources>
- **NESA's Guide to Preparing for Exams:**  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guides>

## Appendix D: Assessment Planner

Week	TERM 4 – 2019	TERM 1 – 2020	TERM 2 – 2020	TERM 3 – 2020
1				Trial HSC exams
2				Trial HSC exams
3				
4				
5				
6				
7				
8				
9				
10				
11				

## Appendix E: Mark Record Sheet

Subject/Course	Task 1	Task 2	Task 3	Task 4	Total Marks
1					
2					
3					
4					
5					
6					
7					

### More Useful Links for the HSC examination:

HSC in a nutshell: [http://www.boardofstudies.nsw.edu.au/hsc/hsc in nutshell.html](http://www.boardofstudies.nsw.edu.au/hsc/hsc%20in%20nutshell.html)

**Course Syllabuses** – read and be familiar with your course outline, rubric and outcomes:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

**HSC Study Guide** Sydney Morning Herald & NESAs (all major subjects):

<http://www.smh.com.au/national/education/hsc-study-guide-2017>

**HSC Credentials** (certificates and records you can achieve):

<http://www.boardofstudies.nsw.edu.au/hsc-results/credentials.html>