Green Point Christian College

HSC Assessment Handbook

2014/2015
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HSC ASSESSMENT INFORMATION

This Handbook is issued to HSC Course students to provide them and their parents with information on assessment. All subjects commence the Preliminary Course at the beginning of the year in Term 1. HSC Courses commence after Preliminary Courses finish during Term 4 of the academic year.

Students are encouraged to apply Godly principles to their work, including putting in their best effort for each Assessment Task. (Colossians 3:23)

To attain the HSC Testamur the student MUST complete the following:

• At least 12 Units of Preliminary Subjects
• At least 10 Units of HSC Subjects

This handbook outlines the assessments and procedures used to determine if a student satisfactorily completes Preliminary/ HSC work.

WHAT IS ASSESSMENT?
The syllabus for each subject nominates a variety of skills and areas of knowledge which students should work towards achieving during each course. These skills and areas of knowledge are known as outcomes since they are the desired outcomes of the course in terms of what each student should achieve.

Assessment in the Preliminary and HSC Courses follows a standards based approach. When we assess students, we are aiming to measure how well each student has achieved various outcomes in the course against a given set of standards. We use marks or grades to gauge how well outcomes have been achieved. Note also that teacher comments that describe student achievement help to give meaning to the marks or grades awarded.

You will receive a copy of the outcomes relevant to each of the courses you are studying. This gives you a broad understanding of the skills and knowledge being looked for as you progress through each course.

Each Assessment Task that is given to you will list the outcomes the task is concentrating on and you should work hard to achieve these outcomes to a high standard. Some indication will be given as to the particular areas the teacher is checking when your work is marked (marking criteria) and the way marks are to be allocated in the Assessment Task (marking guidelines).

The set of marking guidelines is used to grade your achievement in an Assessment Task. The marking guidelines show the standards required for the possible marks that can be awarded in the Assessment Task. For example, the guidelines show you the type of answers you need to give to earn high marks. If you reach a very high standard in your responses, you will receive high marks or a high grade for your result. Marking guidelines are similar to the Performance Bands in the HSC Course reports which reflect a general picture of the standard of achievement a student has reached in a course. In some instances, the standards described in the Performance Bands correlate to the standards required across the range of possible marks in the marking guidelines for Assessment Tasks.

Assessment Tasks are set to provide the opportunity to extend yourself to show the extent of your abilities. By being aware of the marking guidelines and by striving to achieve the outcomes in each Assessment Task to the best of your ability, you can work towards success in each of your courses.

WHAT ARE ASSESSMENT SCHEDULES?
The individual subject pages located later in this book show you the details about the Assessment Tasks scheduled for each subject. You can observe the type of task to be given and information about when it is due to be done or handed in. This will help you plan your time and be organised in your study. Early next year, you will also receive an Assessment Calendar from your Year Advisor. This will further help you in your planning.

The schedules also show the different components or aspects of each course and how much each component will count in the assessment of the course. These are set down by the Board of Studies, Teaching and Educational Standards (BOSTES) for HSC Courses. For example, a component in a course might be “Research Skills” and have a weighting of 20% which means that 20% of the marks for the course will come from demonstrating your skills to do effective research.

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1 Students have the option of studying for their HSC by accumulating HSC subjects over a period of up to five years.
The schedule shows you how each Assessment Task is related to the various components in the course. The schedule also shows you how much each Assessment Task is worth towards the total assessment of the course.

Finally, the schedule shows you the outcomes that are to be assessed in each Assessment Task. For example, if a course has a desired outcome about you being able to competently interpret statistical information, a task asking you questions about some statistics would clearly be testing how well you have achieved this outcome.

**WHEN DOES ASSESSMENT OCCUR?**
Assessment for Preliminary Courses occurs from the beginning of Year 11 until the courses finish either at the end of Term 3 or early Term 4. The assessment for HSC Courses commences in Term 4 after Preliminary Courses have finished and then continues throughout the following year.

The Assessment Schedules show the approximate timing of Assessment Tasks in each course but more specific dates will be given in writing by the class teacher during the course. Any information given in writing by your teacher supersedes the schedules in this booklet and any information in the Assessment Calendar, as more appropriate timing of tasks can be implemented during the duration of the course.

**EXCEPTIONAL CIRCUMSTANCES REGARDING ASSESSMENT TASKS**

**Requesting Extensions**
If a student knows that he/she needs an extension for a task, an application for an extension can be made. Extensions are not automatic. Students will need to supply documentary evidence as to why they have a valid reason for an extension and the Head of Secondary School must be satisfied that unfair advantage will not be gained over other students.

A request for extension should be submitted to the Co-ordinator of the subject concerned before the due date. If the extension is not granted, the student will receive zero marks if the work is not submitted on time (that is, before school on the due date).

An Application for Extension Form may be found at the end of this booklet. Please read the instructions on the front side of the form before completing it. Further copies may be obtained from your Year Advisor or from the College Office.

**Being Late for a Test or Examination**
If a student is late to an assessment task then it will need to be determined if there is a valid reason for the lateness. Missing the bus to get to school is not a valid reason. If the reason for lateness is not considered valid, the student should attempt the task but no extra time will be given.

If the reason is valid, then the student will be allowed the full time if it is feasible, or arrangements to complete the task or a substitute task at an alternate time might be made. An estimate might be given if it is not feasible to complete the task or a substitute task.

**Illness or Misadventure**
If a task is handed in late because the student was ill or suffered misadventure on the day or just prior to a task, then an appeal may be lodged concerning the task. See the next section on “Illness/Misadventure Appeals” for further details.

**Clashes with School Excursions**
Sometimes a student may be going on an excursion on the day a task is due and not be able to hand it in at the office before school starts on the due date. If this is the case, the student can submit a form requesting alternate arrangements for handing in the task. Alternate arrangements can be made for the student so that the work can be handed in without the student being penalised. It is the student’s responsibility to submit the form requesting the alternate arrangements. A form is included at the end of this booklet. Further copies are available from your Year Advisor or the College Office.

**Clashes with other activities**
Sometimes a student might know of an upcoming event that might clash with an Assessment Task to be performed on a particular day and he/she may want to be absent from school on that day. In order to miss the task on that day and not receive zero, the student should fill in an application to miss the task on its set date.
An Application to Miss a Task is included in this booklet. Additional applications are available from your Year Advisor or the College Office. The form should be submitted to the Co-ordinator of the subject concerned. The Head of Secondary School will decide if the reason is valid and if so, alternate arrangements will be made. If it is not considered valid, the student will receive a zero mark if he/she misses the task.

Penalties for Failing to Complete a Task when Attendance on the Day was Essential
Some Assessment Tasks require attendance on a specific date (eg tests, exams, performances). Unless a student has a valid reason for missing such a task, he/she will receive a zero mark. If a student who has missed a task feels that the absence was valid and has not previously submitted an application to miss the task, then the student should fill in an appeal form and submit it to the Co-ordinator for the subject concerned.

Penalties for Handing a Task in Late Without a Valid Reason
If there is no valid reason why a task is handed in late, then no marks will be awarded for the task. Students may want to apply for an extension or appeal if there are extenuating circumstances causing a task to be submitted late. In such instances, a recommendation from the subject Co-ordinator is to be included with the application and a decision will be made by the Head of Secondary School as to whether the extension is granted or the appeal upheld.

Please note that even if the student is to be awarded a zero mark for a task that is late, the student MUST still submit or perform that task to satisfy all of the outcomes of the course. If this case occurs the following rules will apply:

1. A reasonable effort must be made of the task by the student in order to satisfy the outcomes of the course. The professional judgement of the teacher will determine if the student has made a reasonable effort.
2. The timing of the task will be at the discretion of the teacher, who will inform the student of the required expectations.
3. The task will still be awarded zero.
4. If the task is not done, the student risks obtaining an "N Determination" for the course.

ILLNESS/MISADVENTURE APPEALS
If a student suffers illness or misadventure, an appeal may be lodged using the form in this book. Students should produce documentary evidence of illness or misadventure and attach them to the appeal form.

1. In the case of illness, the student should produce a Doctor’s Certificate. If a student becomes ill during a task, he/she should leave and visit the Doctor that day or as soon as is practicable to obtain a Doctor’s Certificate.
2. In the case of misadventure (any event beyond the student’s control which allegedly affected the student’s submission, attendance or performance), evidence must be produced from other sources, eg police statements and parental declarations, explaining how the incident has affected the student’s ability to attend, submit or perform. Some examples of misadventure may include not being able to get to school on time because of transport difficulties, family commitments which interrupt your exam preparation or Assessment Task work or technological failure of equipment you use to produce your work such as printer or computer failure – an appeal needs to be made and a decision will be made as to how the misadventure will be regarded.

If the Head of Secondary School considers the student has a valid reason, then the student may be required to sit the test or a substitute test at a later time, or in the case of Assessment Tasks that are ‘Hand In’ type tasks, an extension of time might be granted. If these options are not feasible or reasonable, the Head of Secondary School may authorise the use of an estimate.

If a student misses a test or fails to submit an Assessment Task and an appeal is not upheld, the student may still be required to do the test or submit the Assessment Task at a later time to satisfactorily complete the work of the course.

An Appeal Form is included in this booklet. Please read the instructions on the reverse side of the form before completing it. Further copies may be obtained from your Year Advisor or the College Office.
GETTING AN ESTIMATE

Estimates can be used when students miss a task and a substitute task is not feasible. The estimate is determined from other information known about the student in the course. Often other Assessment Tasks are used to produce the estimate. Class work and class tests may also be used to produce estimates if they are more closely related to the work to be estimated than the remaining Assessment Tasks in the course.

APPEALS REGARDING ASSESSMENT TASKS

Students can ask the teacher as to the correctness of the questions and answers after a task is handed back. If a student is in dispute re: the mark received, the student should appeal in writing to the Head of Secondary School – a form for such appeals is available from the College Office or the Curriculum Co-ordinator/Student Advisor. A committee may be formed to investigate the mark awarded for the task – the committee may include the teacher of the student, the Co-ordinator, the Curriculum Co-ordinator/Student Advisor and the Head of Secondary School. At the discretion of the College, a re-mark of the item may occur by an internal staff member or alternatively an outside, independent marker may be organised to reassess the student’s effort. The final decision as to the student’s result will be determined by the Head of Secondary School. The new mark determined will replace the original mark whether it is higher, lower or the same as the original mark. Students may also appeal to the classroom teacher regarding the marks obtained in an Assessment Task if he or she feels there is teacher clerical error or teacher miscalculation of marks.

WORK OTHER THAN ASSESSMENT TASKS

Please note that non assessment work such as class assignments and homework will also need to be completed to satisfactorily complete a course. Failure to do such work can result in a “N Determination” warning letter being sent. This is a letter that indicates in what way the student is not following the course properly. “N Determination” warning letters are also sent when Assessment Tasks are missed.

If students do not attend to the matters listed in such a letter, a follow up letter is sent. If a student still does not attend to the relevant matters, an “N Determination” could result for the course concerned. This means that the student will not gain the units for the course.

Student performance on all set work can impact upon the student’s School Reports.

WHAT HAPPENS WHEN STUDENTS DO NOT SUBMIT ASSESSMENT TASKS OR SET WORK?

If a student fails to submit an Assessment Task or set work he/she may receive written warning stating the consequences of non completion of such work. The letter will include a section that must be signed by the parent or guardian and returned to the school. The student will be allowed time to remedy the situation.

If the same Assessment Task or work is not subsequently submitted, the student will be issued a second warning letter. If the student fails to remedy the situation then an “N Determination” may be forthcoming.

Students, who have obtained an “N Determination”, may appeal for review with the Head of Secondary School. In the event of such an appeal, the “N Determination” decision will be reviewed within the school and a decision regarding the appeal will be made. The student may decide to lodge a further appeal to the BOSTES. Information concerning this will be given to any such students if the need arises.

“N DETERMINATIONS”

What is a “N Determination”?

An ”N Determination” refers to the unsatisfactory completion (Non completion) of a course. To satisfactorily complete a course, the BOSTES requires that the student should have:

1. Followed the course developed or endorsed by the Board; and
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the outcomes.

What Are My Options If I Get an “N Determination” In One Of My Subjects?

Any “N Determination” subject will not count as one of the student’s subjects in calculating his/her total number of Units. To obtain an HSC the student MUST complete a minimum of 12 Units of Preliminary Subjects and 10 Units of HSC Subjects.

If an “N Determination” were to be given in any Preliminary subject then the student is ineligible to study the HSC component of that subject. If receiving an “N Determination” in a subject means the student has less than 12 Units satisfactorily completed, the options available to the student are as follows:
HSC ASSESSMENT INFORMATION CONT’D

1. By finishing required work the student can satisfy the Head of Secondary School that the Preliminary Course for that subject has been satisfactorily completed, or
2. As far as is practicable in the school, the student can repeat that one subject at Preliminary level (or a new Preliminary subject) while simultaneously studying at HSC levels in other subjects.

If a student receives an “N Determination” in an HSC Course, this may result in serious consequences for the student. If the required work is not finished (this includes work placement in various VET Courses), the student will not be eligible to receive the Units for the particular course concerned.

If a student does not have the required Units he/she cannot gain an HSC. There is the option of continuing to study over a number of years to obtain the required number of Units so as to successfully gain an HSC.

Students have the option of studying for their HSC by accumulating subjects over a period of up to five years.

Appeals Regarding “N Determinations”
If a student disagrees with the decision to be given an “N Determination” for a subject, he/she can appeal the decision. All appeals must be presented in writing setting out the following details:

• Student’s name
• Course name
• Date of appeal
• Teacher’s name
• Reason for appeal
• Signed by both the student and parent/guardian

What Happens After I Appeal?
1. A review panel will be convened as soon as possible
2. The panel will be made up of the Principal, Head of Secondary School, the Subject Co-ordinator, the Subject teacher, the student and his or her chosen representative
3. The Panel will meet and consider issues related to the following:
   * Teacher clerical error
   * That the student had sufficient notification of tasks
   * That the Assessment Schedule and weightings have been adhered to
   * That the weightings used by the College conform to BOSTES specifications (HSC Course only)
4. Minutes of the meeting will be kept on file. The student will be notified at the conclusion of the meeting as to the ruling of the Panel. The Principal will make the final decision.

After exhausting this avenue, a student may finally appeal to the Board of Studies, Teaching and Educational Standards through the Principal if he/she still disagrees with the “N Determination”. The Principal will furnish the student with a Board of Studies, Teaching and Educational Standards Appeals Form. The Board of Studies, Teaching and Educational Standards will send to the School a Representative Officer who will thoroughly check the following:

* That the school review was conducted properly
* That the school review was adequate in determining the points listed in (3) above

The School review Panel and the Board of Studies, Teaching and Educational Standards will not investigate the make up of individual Assessment Tasks.

ASSESSMENT RANKING APPEALS
Note that for HSC Courses, an Assessment Rank Order Notice is available for each student from the BOSTES at the end of the HSC Examinations held at the school and can be obtained from the school on request. It shows the rank the student has achieved in each of his/her courses. This information is also available to students via the Students Online service supplied by the BOSTES.

Appeals may also be lodged with the Head of Secondary School if there is a dispute regarding a student’s Assessment ranking. All appeals should be set out in writing in the same format as described in the previous section about appeals regarding “N Determinations”. The same review process occurs as described in the previous section. While appeals about rankings are available to both Preliminary and HSC students, note that appeals of this nature would receive Board of Studies, Teaching and Educational Standards attention for HSC Assessment rankings only.
HSC ASSESSMENT INFORMATION CONT’D

ATTENDANCE AT SCHOOL
Students are expected to be in attendance unless they are sick or extenuating circumstances occur. Absence needs to be supported with parental permission. Attendance involves class lessons, excursions, Chapel, Devotions and, where appropriate, sporting activities. Exemptions can be made for part time students at the discretion of the Head of Secondary School.

EXAMINATIONS AND REPORTS
Preliminary students will have one formal Exam period, this being Yearly Exams held at the end of Term 3 or early in Term 4. Half Yearly Exams may be held at the discretion of each Faculty. These may be run in class time rather than as a formal Exam period.

HSC students also have two formal Exam periods:
1. Half Yearly Exams during Term 1 (which is in the middle of their courses)
2. Trial HSC Exams held during Term 3

School Reports follow after each Exam period. Reports show Exam results, Assessment Task Marks and the student’s ranking for each of these within the class or course.

STUDY IDEAS
Listed below are some ideas that may help you study and prepare well for your exams.

• Look over your notes and write your own test and then try to answer the questions – you could ask your teacher to check your answers.
• Do past tests or exams, eg past HSC questions on topics that you have covered. The BOSTES online multiple choice questions can be a helpful source of past exam questions. Your teacher may be able to supply you with some past test papers on topics you are studying. Practise writing essay answers to the most likely questions that you think might be asked.
• Check out what the key words in exam questions mean by looking at the list in this booklet – this list is supplied by the BOSTES so applies to all HSC Exams.
• Use memory techniques such as numbered lists, mind maps, mnemonics. Diagrams can be a helpful way of memorising information. Memorising lists of information and diagrams are important so that you can recall specific information in an exam, eg the causes of World War 2, types of Electromagnetic Radiation, labelling a diagram of a plant or animal cell.
• Make summaries of class work and learn the summaries. Using your own words when you write summaries helps you understand and remember material.
• Divide up your exam time to give equal time to each section of an exam paper so that you don’t run short of time and leave questions unanswered.
• Go over any incorrect answers from class tests so that if you are asked the same type of question in another test you will get it correct.
• Do some wider reading on topics to be tested to get more details and a bigger picture of the topic.
• Start looking over your exercise books earlier rather than later so that you have an idea of the amount of work you need to learn so that you give yourself enough time to prepare.
• Study away from distractions and have adequate lighting.
• Be certain about what topics the test will cover.

SUBJECT CO-ORDINATORS

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<td>English</td>
<td>Mrs Danielle Crook</td>
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<tr>
<td>Mathematics</td>
<td>Mr Troy Kastelan</td>
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<tr>
<td>HSIE (Human Society &amp; Its Environment)</td>
<td>Dr Warwick Pearson</td>
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<tr>
<td>SOR (Studies of Religion)</td>
<td>Mr Tom Anderson</td>
</tr>
<tr>
<td>CAPA (Creative and Performing Arts)</td>
<td>Mrs Alison Brown</td>
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<tr>
<td>PDHPE (Personal Development, Health, Physical Ed.)</td>
<td>Mr Andrew McGillivray</td>
</tr>
<tr>
<td>Science</td>
<td>Mr Jacob Strickling (Years 10-12)</td>
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<tr>
<td>TAS (Technology and Applied Studies)</td>
<td>Mr Mark Welch</td>
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<tr>
<td>Languages</td>
<td>Mr Charles Wheeler</td>
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PRELIMINARY/HSC ASSESSMENT GUIDELINES

1. For those Assessment Tasks which are “hand in” type tasks, students MUST submit them at the Office before school on the due date unless alternate instructions have been given.
   - If a student is not well or cannot attend school on the day, it is acceptable for a parent, sibling or fellow student to submit a hand-in task on the student’s behalf.
   - Submitted tasks will be ‘date stamped’.
   - Keep a copy of the work you submit in case it is needed. This may be a copy kept on your home computer in a separate folder you keep for Assessment Tasks or you may need to photocopy your work and store it at home.
   - Sometimes computer failure can cause problems regarding submission of work. If this should happen to you, it can be helpful to have evidence of work you have done towards completing the task. Such evidence can include draft printouts and/or handwritten notes.

2. Students may hand in work early if they wish. In this case, they should hand the work directly to the subject Co-ordinator or class Teacher. Work should not simply be left on a Teacher’s desk but rather should be handed to the Teacher or Co-ordinator concerned.

3. Assessment Tasks due for submission on set dates, but not handed in prior to or before school ON the due dates, require a valid reason or will receive zero marks.

4. Even if late, a student must still submit missed Assessment Tasks or he/she may receive an “N Determination” for that course.

5. All cases of illness or misadventure that have interfered with an Assessment Task should be supported by documentary evidence such as a Medical Certificate. Allowances for illness/misadventure can be made if the illness/misadventure affected the submission or performance of a task. Allowances might also be given if the illness or misadventure affected preparation time prior to a task.

6. Evidence of illness or misadventure should be attached to an appeal form and submitted to the Subject Co-ordinator (see list on previous page) so that the Co-ordinator can add his/her recommendation. Forms should then be passed on to the Head of Secondary School.

7. Requests for extensions due to extenuating circumstances should be made on the appropriate form and submitted to the Co-ordinator so that the Co-ordinator can add his/her recommendation. Forms should then be passed on to the Head of Secondary School.

8. If attending an excursion or similar school activity on the day a task is due and therefore cannot hand the task in at the Office before school, a form for alternate arrangements should be filled in by the student and submitted to the Co-ordinator for the task concerned. Note that it is acceptable to have a fellow student, sibling or parent hand in the task on the absent student’s behalf.

9. If a student needs to be away on the day a task is to be performed, he/she should submit an application form to miss an Assessment Task to the Co-ordinator of the subject concerned.

10. Generally students shall be given at least 2 weeks notification of due dates for Assessment Tasks. Students need to sign and date acknowledgement that they have received the Assessment Task. Students absent from school should take particular care to ensure that they may not have missed an Assessment Task notification.

11. It may be necessary to move the date of an Assessment Task for one or more reasons during the year. If this occurs, your teacher will give you written notification of the new date. You should sign the teacher’s student list to show your receipt of this notification. If the teacher wants to move the date to a time that will cause you to have less than 14 days notice of the new date, the teacher will talk to you about the feasibility of the new date. If the new date is 14 days or more after the date when the new notification is to be generally given to students in the class, the written notification will be deemed to be sufficient notice.

12. If a student fails to submit and/or make a serious attempt at a set piece of work (e.g. homework, assignment, essay, test) he/she may receive written warning about the possible consequences of non satisfactory completion of the course (“N Determination”). If after receiving a warning letter a student fails to submit and/or make a serious attempt at the same piece of work on a further occasion he/she may receive a second written warning about the possible consequences of the non satisfactory completion of the course (“N Determination”).
13. Accelerants in a course should complete all Assessment Tasks (or as needed, alternate substitute Assessment Tasks) that are undertaken by students completing the course in the normal time frame. Flexibility in the Assessment Task instruments used and their timing may be necessary. Similarly for those accumulating a course over more than one year, such students will need to complete Assessment Tasks related to assessing the outcomes of the course – given the circumstances of this situation, it may be necessary to estimate some tasks that relate to the cohort within which the Assessment Mark will be generated for the BOSTES. A major work marked in a previous year may not be used in a subsequent year without the special permission of the BOSTES.

14. If tasks that are set are found to be invalid or produce unreliable results, then a replacement task may be set. The results for the replacement task, if found to be valid and reliable, will be used. Alternatively, the assessment weighting of the task in question may be reduced or only selected sections of the task used to determine the mark for the task. If the weighting of the task is reduced it would result in a reworking of the weightings used for the remaining tasks in the overall course assessment. One option is to delete the task completely from the Assessment Schedule and not replace it if this is deemed appropriate – noting that a check should be made to see that the outcomes tested by the task should be tested elsewhere in the Assessment Schedule and also recognising that given the effort put in by students, it is undesirable to discard the task or a replacement completely. Note that the results of Assessment Tasks that have been completed by students generally cannot be discarded unless there is good cause.

15. Students are assessed on actual performance, not potential performance. When marking an Assessment Task, Assessment Marks cannot be modified to take into account possible effects of illness or domestic situations. Illness and misadventure circumstances however, can result in alternate arrangements for the task being made such as giving the task at a later time, a substitute task being used, an estimate being given or an extension in time allowed for the submission of a task - an Appeal/Extension Form is needed for this to occur. Sometimes an estimate may necessitate the use of appropriate class marks if there are no comparable Assessment Tasks on which to base the estimate (eg Theory Exams would preferentially not be used to help estimate a practical mark where class practical exercises would be more appropriate).

16. Disability Provisions: Depending on student needs, a student may be allowed Disability Provisions (eg Reader/Writer) for various Assessment Tasks (eg major examinations) at the discretion of the College. Such students may have applied or may intend to apply to the BOSTES for such provisions in the HSC Examinations. Practice with such provisions is to be encouraged but is also dependent on resources being allocated or available to provide such provisions.

17. If a student has any outstanding course requirements from the Preliminary Course by the time course entries for the HSC are due for submission to the BOSTES, then the student’s entry for that HSC Course will be invalid.

18. Cases of malpractice will be referred to the Subject Co-ordinator for investigation and then reported to the Head of Secondary School and the student may be awarded NO MARKS for the set tasks. Malpractice includes such acts as: Talking during exams, attempting to and/or copying another student’s work, the unacknowledged use of another person’s work (plagiarism), interference with another student’s work, creating a disturbance and any other act that would disadvantage other students. Students should be particularly careful not to copy material directly from texts, the Internet, other students or from class notes and present it as their own work. All direct quotes should be clearly shown to be direct quotes. A bibliography (including page numbers) should be included to show resources that have been used in producing the student’s work. This will be particularly relevant if the student’s work is thought to be a re-wording of sentences taken from an external source. Students should also be careful not to receive assistance by way of other people showing or telling them what to write or copy from various sources in assessment tasks. Significant penalties can apply where students present other people’s work essentially as their own.

With respect to plagiarism, if significant slabs of work are copied from another source and submitted as the student’s work, a significant amount of marks may be deducted (eg 50% depending on the extent of the copying). If students submit identical work, an attempt will be made to determine who prepared the work in the first instance. This can be difficult to determine – students working together may contribute varying amounts. If it cannot be determined that one person is the true author of the work, all students will be penalised for submitting a combined effort. If a single author can be identified, the remaining students will be penalised. Students should be aware of these conditions to ensure their efforts are not penalised when they have put in significant effort.

Note that the BOSTES keeps a Register of Malpractice in Assessment Tasks relating to proven incidents of malpractice by students in school HSC Assessment Tasks. Please be aware that GPCC will keep records of incidents of malpractice in order to furnish the required details to the BOSTES at the designated time.

19. Generally a period of time exists prior to major internal exams which is a “Non-Assessment Period” where Assessment Tasks are not due. This gives an opportunity for students to focus on exam preparation. This time period is generally about two weeks for students in Years 11 and 12, although prior to the Trial HSC Exams, hand-in tasks may be due on the first day after the holidays even though this may fall within the two week period.
# 2 UNIT ANCIENT HISTORY

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 4, 2014 Week 10 9/12/14 Period 3</td>
<td>Term 1, 2015 Week 6 5/3/15</td>
<td>Term 1, 2015 Weeks 9-10</td>
<td>Term 2, 2015 Week 8 11/6/15</td>
<td>Term 3, 2015 Weeks 2-4</td>
<td></td>
</tr>
<tr>
<td>Pampeii Source Task</td>
<td>Mycenae Oral/Source Task</td>
<td>Half Yearly Exam</td>
<td>Egypt Research Essay</td>
<td>Trial HSC Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>Source Based Skills</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Historical Inquiry</td>
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<td></td>
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<td>Historical Communication</td>
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</tr>
<tr>
<td>TOTALS</td>
<td>100% 15% 20% 20% 25% 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Outcomes Assessed: 3.1, 3.2, 3.3, 3.4 | Outcomes Assessed: 1.1, 3.6, 4.1, 4.2 | Outcomes Assessed: 1.1, 2.1, 3.4, 3.5, 4.1, 4.2 | Outcomes Assessed: 1.1, 3.6, 4.1, 4.2 | Outcomes Assessed: 1.1, 2.1, 3.4, 3.5, 4.1, 4.2 | Outcomes Assessed: 1.1, 2.1, 3.4, 3.5, 4.1, 4.2 | Outcomes Assessed: 1.1, 2.1, 3.4, 3.5, 4.1, 4.2 |
PERFORMANCE BAND DESCRIPTIONS
ANCIENT HISTORY

The typical performance in this band:

Band 6
- Comprehensive assessment of the significance of people, events, institutions and forces in Ancient History
- Analyses, synthesises and interprets information to accurately address problems and issues in Ancient History
- Displays a superior use of ancient terms and concepts to answer historical questions
- High level evaluation of factors contributing to continuity and change in the ancient world
- Uses range of relevant ancient sources and evaluates their reliability
- Assesses different historical interpretations and perspectives
- Communicates a high level argument through well structured and detailed texts

Band 5
- Detailed assessment of significance of people, events, institutions and forces in Ancient History
- Accomplished analysis, synthesis and interpretation of information to accurately address problems and issues in Ancient History
- Displays an accurate use of ancient terms and concepts to answer historical questions
- Thorough evaluation of factors contributing to continuity and change in the ancient world
- Uses a variety of relevant ancient sources and evaluates their reliability
- Argues using different historical interpretations and perspectives
- Communicates a coherent and sustained argument through well structured and detailed texts

Band 4
- Clear assessment of significance of people, events, institutions and forces in Ancient History
- Good analysis and interpretation of information to address problems and issues in Ancient History
- Displays a broad use of ancient terms and concepts to answer historical questions
- Sound evaluation of factors contributing to continuity and change in the Ancient World
- Uses a variety of relevant Ancient sources to support their argument
- Explains different historical interpretations and perspectives
- Clearly communicates a general argument through well structured texts

Band 3
- Basic assessment of significance of people, events, institutions and forces in Ancient History
- Basic interpretation of information in Ancient History
- Uses ancient terms and concepts descriptively
- Basic recognition of continuity and change in the Ancient World
- Quotes some ancient sources in an attempt to support their argument
- Describes different historical interpretations and perspectives
- Communicates relevant information through descriptive text type

Band 2
- Describes people, events, institutions and forces in Ancient History
- Provides simple interpretations of information in Ancient History
- Demonstrates, comprehension of basic historical terms and concepts
- Demonstrates through simple sequencing of historical events, some understanding of continuity and change in the ancient world
- Some use of ancient sources
- Recognises simple historical interpretations and perspectives
- Provides limited coherent descriptions of people and events from the ancient past in simple narrative style

Band 1
# 2 UNIT BIOLOGY

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Report Portfolio</td>
<td>Open Ended Investigation Research Assignment</td>
<td>Half Yearly Exam</td>
<td>Open Ended Investigation Laboratory Study</td>
<td>Trial HSC Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand In</td>
<td>Hand In</td>
<td>Exam</td>
<td>Hand In</td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge and understanding of:
- The history, nature and practice of Biology, applications and uses of Biology and their implications for society and the environment, and current issues, research and development in Biology.
- Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution.

40% 5 5 5 25

### Skills in:
- Planning and conducting firsthand investigations.
- Gathering and processing firsthand data.
- Gathering and processing relevant information from secondary sources.

30% 15 5 10

### Skills In:
- Communicating information and understanding.
- Developing scientific thinking and problem-solving techniques.
- Working individually and in teams.

30% 5 10 5 5 5

### TOTALS
100% 20% 20% 10% 20% 30%

### Outcomes
PERFORMANCE BAND DESCRIPTIONS
BIOLOGY

The typical performance in this band:

Band 6
- Demonstrates an extensive and detailed knowledge and superior understanding of biological concepts, including complex and abstract ideas
- Demonstrates an extensive understanding of the historical development of biological concepts, their applications and implications for society and the environment, and the future directions of biological research
- Communicates succinctly, logically and sequentially using a variety of scientific formats, including diagrams, graphs, tables, flow charts and equations relating to biology
- Analyses and evaluates data effectively, identifying biological relationships, quantifying explanations and descriptions, synthesising information to draw conclusions
- Uses precise biological terms extensively and correctly in a wide range of contexts
- Designs valid experimental processes using appropriate technologies and incorporating the thorough knowledge of the use of a control, variables and repetition to solve biological problems
- Applies knowledge and information to unfamiliar situations and designs an original solution to a biological problem

Band 5
- Demonstrates thorough knowledge and understanding of most biological concepts
- Demonstrates a thorough understanding of the historical development of biological concepts and their applications and implications for society and the environment
- Communicates effectively in a variety of scientific formats including diagrams, graphs, tables, flow charts and equations relating to biology
- Explains qualitative and quantitative biological relationships and ideas coherently; identifies patterns in data to draw conclusions
- Uses precise biological terms frequently and correctly in a range of contexts
- Identifies the correct application of scientific experimental methodology to solve biological problems

Band 4
- Demonstrates sound knowledge and clear understanding of some biological concepts
- Demonstrates a sound understanding of the historical development of biological concepts and their applications for society and the environment
- Communicates using clear written expression and incorporating diagrams of biological structures
- Provides qualitative and quantitative descriptions of biological phenomena and explains straightforward biological relationships
- Uses general biological terms frequently and correctly in a range of contexts
- Identifies the correct components of the experimental scientific method in Biology

Band 3
- Recalls basic knowledge and understanding of some biological concepts
- Demonstrates a basic understanding of the historical development of biological concepts and their applications for society and the environment
- Uses fundamental written communication with some use of simple scientific diagrams relating to Biology
- Provides qualitative descriptions of fundamental biological phenomena and explains some straightforward biological relationships
- Uses some general biological terms correctly in a limited range of contexts
- Recalls some aspects of the experimental scientific method in Biology

Band 2
- Recalls limited knowledge and has elementary understanding of some straightforward biological concepts
- Demonstrates a limited understanding of the historical development of biological concepts
- Uses fundamental written communication relating to Biology
- Provides simple qualitative descriptions of biological phenomena
- Uses general biological terms occasionally

Band 1
# 2 UNIT BUSINESS STUDIES

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4, 2014</td>
<td>Term 1, 2015</td>
<td>Term 2, 2015</td>
<td>Term 3, 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 9</td>
<td>Weeks 9-10</td>
<td>Week 6</td>
<td>Weeks 2-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mon. 1/12/14</td>
<td></td>
<td>Fri 29/5/15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Period 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and Understanding of Course Content</td>
<td>40%</td>
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<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Stimulus-Based Skills</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>Inquiry and Research</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>Communication of Business Information, Ideas and Issues in Appropriate Forms</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td>10</td>
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</tr>
<tr>
<td>TOTALS</td>
<td>100%</td>
<td>25%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Outcomes Assessed:</td>
<td>H5, H8, H9, H10</td>
<td>H2, H4, H5, H9, H10</td>
<td>H4, H5, H6, H7, H8, H9</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE BAND DESCRIPTIONS
BUSINESS STUDIES

The typical performance in this band:

Band 6
- Demonstrates comprehensive knowledge and understanding of business structures, functions and operations
- Critically analyses the role of business in Australia and the ethical and social responsibilities of management to stakeholders
- Demonstrates superior understanding of global business processes and operations and their relationship to the global business environment
- Evaluates the effectiveness of management responses to internal and external factors and change that affect business
- Applies specific financial models and data to analyse and solve business problems and predict future trends
- Synthesises issues concerning the management of business operations when evaluating its effectiveness
- Clearly communicates using business terminology, business principles and comprehensive case studies via business reports and other audience-appropriate contexts

Band 5
- Demonstrates thorough knowledge and understanding of business structures, functions and operations
- Analyses the role of business in Australia and the ethical and social responsibilities of management to stakeholders
- Demonstrates detailed understanding of global business processes and operations and their relationship to the global business environment
- Analyses the effectiveness of management responses to internal and external factors and change that affect business
- Applies financial models and data to analyse and solve business problems and predict future trends
- Analyses issues concerning the management of business operations when evaluating its effectiveness
- Communicates using relevant business terminology, business principles and case studies via business reports and other audience-appropriate contexts

Band 4
- Demonstrates knowledge and some understanding of business structures, functions and operations
- Explains the role of business in Australia and the social and ethical responsibilities of management to stakeholders
- Describes global business processes and the global business environment
- Explains management responses to change
- Applies financial models and data with some analysis to solve business problems
- Describes issues concerning the management of business operations when explaining its effectiveness
- Communicates using business terminology, business principles and case study examples via descriptive business reports and other contexts

Band 3
- Demonstrates basic understanding of business structures, functions and operations
- Describes business roles and identifies some social and ethical responsibilities of management to stakeholders
- Demonstrates an understanding of business processes and the business environment
- Explains management practices
- Refers to financial models and data when solving business problems
- Displays limited analysis of business information
- Communicates using basic business terminology and basic business principles

Band 2
- Demonstrates limited understanding of business structures, functions and operations
- Demonstrates limited knowledge of the role of business and management responsibilities to stakeholders
- Demonstrates elementary understanding of global business processes
- Identifies management practices
- Uses elementary financial information
- Shows limited communication skills
# 2 UNIT CHEMISTRY  
## HSC COURSE  
### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
</tr>
</thead>
</table>
| 9.2 Identification and Production of Materials | 40% | Term 4, 2014  
Week 8  
Period 1  
Tuesday 25/11/14 | Term 1, 2015  
Week 7  
Tues 10/3/15 P.1 | Term 1, 2015  
Weeks 9-10  
Exam Period | Term 2, 2015  
Week 8  
Fri 12/6/15 | Term 3, 2015  
Weeks 2-4  
Exam Period |
| 9.3 The Acidic Environment | 5% | | Half Yearly Exam | | Open Ended Research Assignment | Trial HSC Exam |
| 9.2, 9.3, 9.4 & Option | 10% | | | | | |
| 9.4 Chemical Monitoring and Management | 25% | | | | | |

Knowledge and understanding of:  
- The history, nature and practice of Chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in Chemistry  
- Atomic structure, the periodic table and bonding, energy, chemical reactions, Carbon Chemistry and Stoichiometry

Skills in:  
1. Planning and conducting first-hand investigations  
2. Gathering and processing first-hand data  
3. Gathering and processing relevant information from secondary sources

Skills in:  
1. Communicating information and understanding  
2. Developing scientific thinking and problem-solving techniques  
3. Working individually and in teams

### Outcomes Assessed  
- H7-H13  
- H5, H12, H13, H14  
- H4, H6, H11, H13, H15, H16  
- H1-H5, H9, H11, H12, H13  
- H1, H2, H3, H7-H13

| TOTALS | 100% | 20% | 20% | 10% | 20% | 30% |

18
PERFORMANCE BAND DESCRIPTIONS

CHEMISTRY

The typical performance in this band:

Band 6
- Demonstrates an extensive knowledge and understanding of the concepts of the Chemistry Course content including context, prescribed focus areas and domain
- Displays an outstanding ability to describe and explain Chemistry concepts, including abstract ideas, clearly and accurately, and to apply the concepts to unfamiliar situations
- Applies a high level of critical thinking skills in developing appropriate solutions to problems involving a long sequence of related tasks
- Analyses, evaluates and extrapolates chemical data effectively, identifies complex relationships, quantifies explanations and descriptions, and synthesizes information to draw conclusions
- Communicates succinctly, logically and sequentially using a variety of scientific formats
- Demonstrates a high level ability to design an experimental procedure

Band 5
- Demonstrates a thorough knowledge and understanding of the concepts of the Chemistry Course content including context, prescribed focus areas and domain
- Effectively communicates a detailed understanding of Chemistry concepts using appropriate chemistry terminology and scientific formats, and applies the concepts to unfamiliar situations
- Analyses information given in written, tabular, graphical and diagrammatic forms and relates this to other relevant information
- Displays competence in manipulating equations to solve problems involving a number of steps
- Demonstrates a thorough knowledge of the use of appropriate experimental procedures

Band 4
- Demonstrates a sound knowledge and understanding of the concepts of the Chemistry Course content including context, prescribed focus areas and domain
- Describes concepts and information clearly in written, graphical and diagrammatic forms such as structural and electron-dot formulae, and applies these concepts in familiar situations
- Demonstrates a broad ability to carry out calculations and or substitute into equations, to use relevant symbols and units when manipulating chemical data including stoichiometric data, and to construct balanced chemical equations
- Displays proficiency in selecting relevant data from information given in written, tabular, graphical and diagrammatic form
- Describes correct apparatus for a particular chemical measurement and has an adequate understanding of experimental methodology.

Band 3
- Demonstrates a basic knowledge and understanding of the concepts of the Chemistry Course content including context, prescribed focus areas and domain
- Uses simple chemistry definitions, terms, diagrams and graphs to communicate understanding of chemistry concepts
- Substitutes data from information given in written, tabular, graphical and diagrammatic form, and manipulates basic chemical data including stoichiometric data

Band 2
- Demonstrates a limited knowledge and understanding of the Chemistry Course content including context, prescribed focus areas and domain
- Recalls elementary terminology and formulae related to some areas of Chemistry
- Makes simple substitutions of data in chemical calculations
- Describes simple safety precautions in experimental procedure

Band 1
### 2 UNIT COMMUNITY AND FAMILY STUDIES
#### HSC COURSE

**Assessment Schedule 2014/2015**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4, 2014 Week 10 Wednesday 10/12/14</td>
<td>Term 1, 2015 Week 7 Friday 13/03/15</td>
<td>Term 2, 2015 Week 7 Friday 12/06/15</td>
<td>Term 3, 2015 Weeks 2-4</td>
<td>Term 3, 2015 Week 5 Monday 17/8/15</td>
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<td>Hand In</td>
<td>Hand In</td>
<td>Hand In</td>
<td>Exam</td>
<td>Hand In</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Knowledge and understanding of how the following impact on well-being:**
  - Resource management
  - Positive relationships
  - Range of societal factors
  - Nature of groups, families and communities
  - 40% 5% 10% 15% 10%

- **Skills in:**
  - Applying management processes to meet the needs of individuals, groups, families and communities
  - Planning to take responsible action to promote wellbeing
  - 25% 10% 10% 5%

- **Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communication**
  - 35% 20% 5% 10%

| TOTALS | 100% | 20% | 15% | 15% | 35% | 15% |

- **Outcomes Assessed:**
  - H 4.1, H 4.2
  - H 2.2, H 3.1, H 3.3, H 4.1, H 5.1, H 6.2
  - H 1.1, H 3.2, H 3.4, H 5.1
  - H 2.2, H 5.2, H 6.1
PERFORMANCE BAND DESCRIPTIONS
COMMUNITY AND FAMILY STUDIES

The typical performance in this band:

Band 6
- Demonstrates extensive knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities
- Demonstrates superior understanding and application of research methodologies to the study of social issues
- Predicts and draws valid conclusions by analysing data relevant to the study of social issues
- Proposes, develops and sustains arguments based on relevant research and examples to justify points of view
- Comprehensively applies the management process and proposes relevant strategies in a wide range of contexts
- Evaluates the impact of resource management on the wellbeing of individuals, groups, families and communities in a wide range of contexts
- Demonstrates superior analysis of interrelationships between individuals, groups, families and communities
- Effectively communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology

Band 5
- Demonstrates thorough knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities
- Demonstrates accomplished understanding and application of research methodologies to the study of social issues
- Successfully draws conclusions using available data relevant to the study of social issues
- Sustains arguments using relevant research and individual experiences
- Effectively applies the management process and proposes strategies in a range of contexts
- Explains the impact of resource management on the wellbeing of individuals, groups, families and communities in a range of contexts
- Competently identifies and explains interrelationships between individuals, groups, families and communities
- Competently communicates ideas, issues and opinions in an organised, logical and coherent manner, using appropriate terminology

Band 4
- Demonstrates sound knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities
- Demonstrates sound understanding and application of research methodologies to the study of social issues
- Interprets data relevant to the study of social issues in various forms
- Draws on personal experience to support discussion
- Demonstrates clear knowledge of the management process and provides some examples of strategies
- Adequately communicates the relationship between resource management and wellbeing
- Shows a sound understanding of interrelationships between individuals, families and communities
- Communicates ideas, issues and opinions in a clear and logical way using appropriate terminology

Band 3
- Demonstrates a basic knowledge and understanding of the influence of a range of societal factors on individuals and on the nature of groups, families and communities
- Demonstrates basic understanding and limited application of research methodologies to the study of social issues
- Demonstrates basic data-interpretation skills relevant to the study of social issues
- Relies heavily on personal experience to support discussion
- Demonstrates basic knowledge of the management process
- Shows a basic understanding of interrelationships between individuals, groups, families and communities
- Communicates ideas and opinions in basic form using some relevant terminology

Band 2
- Demonstrates some knowledge and understanding about the influence of a range of societal factors on individuals and on the nature of groups, families and communities
- Demonstrates limited understanding of research methodologies applicable to the study of social issues
- Relies only on personal experience
- Shows limited knowledge of the management process
- Communicates simple and limited ideas and opinions using limited and elementary terminology

Band 1
## 2 UNIT DRAMA
### HSC COURSE

#### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
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<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Week 8</td>
<td>Weeks 9-10</td>
<td>Week 2</td>
<td>Week 10</td>
<td>Weeks 2-4</td>
</tr>
<tr>
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<td>Thurs. 27/11/14</td>
<td>Exam Period</td>
<td>27/4/15 - 3/5/15</td>
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<tr>
<td>Topic 3</td>
<td>Tragedy</td>
<td>Half Yearly Exam</td>
<td>Individual Project</td>
<td>Group Performance</td>
<td>Trial HSC Exam</td>
<td>Incorporating:</td>
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<td>Research Folio,</td>
<td>Performance Essay</td>
<td>Development and Progress Mark</td>
<td>Written Group Performance: Individual Project</td>
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</tr>
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<td></td>
<td></td>
<td>Performance &amp;</td>
<td></td>
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<td>Written Response</td>
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</tr>
<tr>
<td>In Class</td>
<td></td>
<td>In Class Performance + written response</td>
<td>Hand In and In Class Performance</td>
<td>Hand In and In Class Performance</td>
<td>Exam and Performance</td>
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</table>

| Making            | 30%                 | 5%                  | 10% (Logbook and Interview) | 10% (Logbook) | 5%                  |
| Performing         | 30%                 | 5%                  | 15%                          | 10%            | 10%                 |
| Critically Studying| 40%                 | 10%                 | 10%                          |                | 20%                 |
| **TOTALS**        | **100%**            | **15%**             | **15%**                      | **10%**        | **25%**             | **35%**             |

| Outcomes Assessed | H1.1, H1.2, H1.3, H3.1, H3.2, H3.3 | H1.1, H1.2, H1.3, H3.1, H3.3 | H1.1, H1.2, H1.3, H3.1, H3.3 | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3 | H1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3 |

PERFORMANCE BAND DESCRIPTIONS
DRAMA

The typical performance in this band:

Band 6
- Has extensive knowledge, understanding and appreciation of the elements of Drama and can demonstrate these using exemplary skills in making, performing and critically studying Drama
- Demonstrates flair and originality in conceptualising, developing and producing an exemplary dramatic work
- Collaborates at a sophisticated level to devise and present an innovative group performance which evokes a powerful audience response
- Demonstrates sophisticated analysis, synthesis and application of information and/or research about Drama and Theatre, and ability to frame responses in an informed personal and coherent manner

Band 5
- Has substantial knowledge, understanding and appreciation of the elements of Drama and can demonstrate these using high level skills in making, performing and critically studying Drama conceptualises, develops and produces a high quality dramatic work
- Collaborates effectively to devise and present an engaging group performance which demonstrates an understanding of the actor and audience relationship
- Demonstrates skills of analysis and synthesis of information and/or research about Drama and Theatre which is presented through coherent, informed responses

Band 4
- Has sound knowledge, understanding and some appreciation of the elements of Drama and can demonstrate these using well developed expressive skills in making, performing and critically studying Drama
- Is able to develop and produce dramatic work of some quality
- Is able to contribute towards devising and presenting a coherent group performance which demonstrates an awareness of the actor and audience relationship
- Can analyse and use information and/or research about Drama and Theatre to structure clear, relevant responses

Band 3
- Has basic knowledge and understanding of the elements of Drama and can demonstrate these when making, performing and critically studying Drama
- Can produce a satisfactory dramatic work
- Cooperates to devise and present a satisfactory group performance
- Can recall relevant information about Drama and Theatre to form basic responses

Band 2
- Has some knowledge and understanding of the elements of Drama and can demonstrate this when making, performing and critically studying Drama
- Can produce an elementary dramatic work
- Participates and performs to a limited level in group performance
- Recounts some relevant information about Drama and Theatre to form limited responses

Band 1
# 2 UNIT STANDARD ENGLISH
## HSC COURSE
### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Course Content Weightings</th>
<th>Language Mode Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Common Study Discovery</td>
<td>Module B Close Study of Text</td>
</tr>
<tr>
<td></td>
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<td>Hand In</td>
<td>In Class</td>
</tr>
<tr>
<td>7, 9, 10, 11</td>
<td>Assessment Task 1</td>
<td>Area of Study Viewing and Representing Discovery SA &amp; CW</td>
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<tr>
<td>2, 3, 7, 8</td>
<td>Assessment Task 2</td>
<td>Experience Through Language Speaking Task Henry Lawson Short Stories</td>
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<tr>
<td>1, 4, 5, 10</td>
<td>Assessment Task 3</td>
<td>Text and Society Listening and Responding Task Billy Elliot</td>
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<tr>
<td>1, 4, 6, 10, 12, 13</td>
<td>Assessment Task 4</td>
<td>Close Study of text Written Response Wilfred Owen Poetry</td>
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</tr>
<tr>
<td>3, 4, 7, 10, 11</td>
<td>Assessment Task 5</td>
<td>Trial HSC Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**TOTALS** | | 40% | 20% | 20% | 20% | 15% | 15% | 25% | 30% | 15% | 100% |
PERFORMANCE BAND DESCRIPTIONS
STANDARD AND ADVANCED ENGLISH

The typical performance in this band:

Band 6
• Demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
• Displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
• Presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.
• Exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 5
• Demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
• Displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
• Presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.
• Exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 4
• Demonstrates sound knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
• Displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
• Presents a sound critical personal response showing developed skills in interpretation and analysis of texts.
• Exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 3
• Demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
• Displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts.
• Presents a response showing some evidence of interpretation and analysis of texts.
• Exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.

Band 2
• Demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed.
• Displays ability to recognise and comment on basic language forms, features and structures of texts.
• Presents an undeveloped response showing recognition of the main ideas in texts.
• Exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.

Band 1
## 2 UNIT ADVANCED ENGLISH

### HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Course Content Weightings</th>
<th>Language Mode Weightings</th>
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<tbody>
<tr>
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<td>Common Study Discovery</td>
<td>Module B Critical Study of Texts</td>
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<td></td>
<td>Hand In</td>
<td>In Class</td>
</tr>
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<td>1, 2, 3, 5, 7, 9, 11, 12, 12A, 13 Reflection</td>
<td>Assessment Task 1</td>
<td>Viewing and Representing Discovery SA &amp; CW</td>
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<td>Term 4, 2014</td>
<td>Week 9</td>
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<tr>
<td>1, 2, 2A, 3, 4, 8, 10, 13 Reflection</td>
<td>Assessment Task 2</td>
<td>Critical Study of Text Oral Task <em>Hamlet</em></td>
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<td></td>
<td>Term 1, 2015</td>
<td>Weeks 9-10</td>
</tr>
<tr>
<td>1, 2, 2A, 6, 7, 8, 10 Reflection</td>
<td>Assessment Task 3</td>
<td>Comparative Study Listening and Responding Task <em>Donne/Wt</em></td>
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<td>Term 2, 2015</td>
<td>Week 4 (Blue)</td>
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<tr>
<td>1, 2, 2A, 3, 4, 6, 7, 8, 11</td>
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<td>Written Response <em>The Brave New World</em></td>
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<tr>
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<td></td>
<td>Term 2, 2015</td>
<td>Week 10 (Blue)</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
<td>Assessment Task 5</td>
<td>Trial HSC Exams</td>
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<td>Term 3, 2015</td>
<td>Weeks 2-4</td>
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<td></td>
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<tr>
<td>TOTALS</td>
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<td>40%</td>
<td>20%</td>
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</table>
PERFORMANCE BAND DESCRIPTIONS
STANDARD AND ADVANCED ENGLISH

The typical performance in this band:

Band 6
- Demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- Displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- Presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.
- Exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 5
- Demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- Displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- Presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.
- Exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 4
- Demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- Displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- Presents a sound critical personal response showing developed skills in interpretation and analysis of texts.
- Exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 3
- Demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- Displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts.
- Presents a response showing some evidence of interpretation and analysis of texts.
- Exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.

Band 2
- Demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed.
- Displays ability to recognise and comment on basic language forms, features and structures of texts.
- Presents an undeveloped response showing recognition of the main ideas in texts.
- Exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.

Band 1
# 1 UNIT EXTENSION 1 ENGLISH

## HSC COURSE

### Assessment Schedule 2014/2015

1 Unit: 50 Marks

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<th>Assessment Task Three</th>
<th>Weighting</th>
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<td></td>
<td>In Class Essay: Critical Response</td>
<td>Tutorial Presentation of CW and Analysis</td>
<td>Trial HSC Examination</td>
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<td>Written Task</td>
<td>Written Task Term 1, 2015 Week 1</td>
<td>Oral Task Term 2, 2015 Week 6 27/5/15</td>
<td>Term 3, 2015 Weeks 2-4</td>
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<td>Knowledge and understanding of complex texts and of how and why they are valued.</td>
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<td>20%</td>
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<td>* Complex analysis</td>
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<tr>
<td>* Sustained composition</td>
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<tr>
<td>* Independent investigation</td>
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<td>20%</td>
<td>10%</td>
<td>50%</td>
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<td>Marks</td>
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</table>
PERFORMANCE BAND DESCRIPTIONS
EXTENSION 1 ENGLISH

The typical performance in this band:

Band E4
- Demonstrates insightful understanding and sophisticated evaluation of the concepts and values in texts and the ways in which these are expressed
- Displays highly developed ability to analyse and evaluate the nature of texts and the relationships between them, and the different ways in which texts are valued
- Integrates independent investigation with the student’s own reflection on both process and product to develop insightful conclusions
- Composes complex extended texts, imaginatively, interpretively and critically with a high level of expertise
- Demonstrates outstanding control of language to express complex ideas with precision in a form and style appropriate to purpose, audience and context

Band E3
- Demonstrates clear understanding and thoughtful evaluation of the concepts and values in texts and the ways in which these are expressed
- Displays well developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued
- Integrates independent investigation with the student’s own reflection on both process and product to develop perceptive conclusions
- Composes extended texts, imaginatively, interpretively and critically with substantial expertise
- Demonstrates skilful control of language to express complex ideas with clarity in a form and style appropriate to purpose, audience and context

Band E2
- Demonstrates sound understanding and some evaluation of the concepts and values in texts and the ways in which these are expressed
- Displays developed ability to analyse and evaluate texts and the relationships between them, and the different ways in which texts are valued
- Integrates independent investigation with the student’s own reflection on both process and product to develop informed conclusions
- Composes extended texts, imaginatively, interpretively and critically with competence
- Demonstrates confident control of language to express complex ideas in a form and style appropriate to purpose, audience and context

Band E1
# 1 UNIT EXTENSION 2 ENGLISH
## HSC COURSE
### Assessment Schedule 2014/2015

1 Unit: 50 Marks

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment Tasks</th>
<th>Type</th>
<th>Course Content Weighting</th>
<th>Language Mode Weightings</th>
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<td>Objective 1</td>
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<td>Viva Voce - re: Proposal</td>
<td>Term 1, 2015</td>
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<td>10</td>
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<td>Report - Impact</td>
<td>Term 2, 2015</td>
<td>Week 2</td>
<td>Wed 29/4/15</td>
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<td>1, 2</td>
<td><strong>Assessment Task Three</strong></td>
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<td>30</td>
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<td>100%</td>
<td>20%</td>
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</table>

**TOTALS**
PERFORMANCE BAND DESCRIPTIONS
EXTENSION 2 ENGLISH

The typical performance in this band:

Band E4
• Demonstrates highly developed insights and outstanding ability to formulate and communicate complex concepts supported by thorough and extensive independent investigation
• Composes a substantial and sustained original major work that effectively engages audience and is appropriate to purpose, concept and medium
• Exhibits sophisticated and highly developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

Band E3
• Demonstrates well developed insights and accomplished ability to formulate and communicate complex concepts supported by competent independent investigation
• Composes a substantial and sustained original major work that engages audience and is appropriate to purpose, concept and medium
• Exhibits well developed ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

Band E2
• Demonstrates developing insights and sound ability to formulate and communicate concepts of some complexity supported by independent investigation
• Composes a substantial and sustained original major work that is appropriate to audience, purpose, concept and medium
• Exhibits sound ability to articulate, monitor and reflect on processes of investigation, interpretation, analysis and composition.

Band E1
1 UNIT FUNDAMENTALS OF ENGLISH
HSC COURSE

Assessment Schedule 2014/2015

There are no formal Assessment Tasks for this Course

Students are assessed in class and through homework tasks that are submitted.

**Module A**  Approaches to the Area of Study in English: Discovery

**Module B**  Oral Communication Skills

**Module D**  Investigative Skills
# 1 UNIT HISTORY EXTENSION

## HSC COURSE

### Assessment Schedule 2014/2015

1 Unit: 50 Marks

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<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<tr>
<td></td>
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<td>Term 1, 2015</td>
<td>Term 1, 2015</td>
<td>Term 2, 2015</td>
<td>Term 3, 2015</td>
<td>Term 3, 2015 Weeks 2-4</td>
</tr>
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<td>Term 1, 2015</td>
<td>Term 2, 2015</td>
<td>Term 3, 2015</td>
<td>Term 3, 2015 Weeks 2-4</td>
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<td>Log Book</td>
<td>Proposal</td>
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<td>Hand In</td>
<td>Hand In</td>
<td>Hand In</td>
<td>Exam</td>
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<td>What is History?</td>
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<td>Part 2:</td>
<td>Essay Project</td>
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<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>50%</td>
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<td>TOTALS</td>
<td></td>
<td>100%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>50%</td>
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</table>

| Outcomes Assessed:| E2.1                | Outcomes Assessed:  | 1.1 to 2.1          | Outcomes Assessed:   | 1.1 to 2.1          | Outcomes Assessed:  |
|                   |                     |                     |                     | E2.1                  |                     | E1.1                |
PERFORMANCE BAND DESCRIPTIONS

HISTORY EXTENSION

The typical performance in this band:

Band E4
• Demonstrates extensive knowledge and understanding of the nature of history and the way historical interpretations are developed from different perspectives and approaches
• Communicates complex and coherent historical argument through detailed, cohesive and referenced texts
• Effectively constructs and defends a historical position and effectively challenges other positions
• Designs, conducts and presents a substantial historical investigation involving extensive and thorough analysis and synthesis of complex historical information and evaluation of a wide range of historical sources

Band E3
• Demonstrates thorough knowledge and understanding of the nature of history and shows an understanding of the way historical interpretations are developed from different perspectives and approaches
• Communicates detailed and coherent historical argument through cohesive and referenced texts
• Constructs and defends a historical position and attempts to challenge other positions
• Designs, conducts and presents a substantial historical investigation involving detailed analysis and synthesis of historical information and evaluation of a range of historical sources

Band E2
• Demonstrates sound knowledge and understanding of the nature of history and shows some understanding in the way historical interpretations are developed from different perspectives and approaches
• Communicates coherent historical narrative through structured texts
• Describes historical positions and acknowledges other positions
• Plans, conducts and presents a historical investigation involving analysis and synthesis of historical information and evaluation of a range of historical sources

Band E1
## 2 UNIT INDUSTRIAL TECHNOLOGY

### TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES

#### HSC COURSE

**Assessment Schedule 2014/2015**

<table>
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<th>Course Components</th>
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<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<td></td>
<td>Term 4, 2014 Week 8</td>
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<td>Thursday 27/11/14</td>
<td>Friday 6/3/15</td>
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<td>Oral and Power Point</td>
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<tr>
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<td>40%</td>
<td>15%</td>
<td>5%</td>
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<tr>
<td>Knowledge, skills and understanding in designing, managing, problem-solving, communication and the safe use of manufacturing processes and techniques through the design and production of a quality major project</td>
<td>60%</td>
<td>15%</td>
<td>30%</td>
<td>5%</td>
<td>10%</td>
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<tr>
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</table>

**Outcomes Assessed:**

- Term 4, 2014 Week 8: H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.2
- Term 2, 2015 Week 4: H1.1, H3.2, H5.1, H5.2
- Term 2, 2015 Week 10: H1.1, H1.2, H2.1, H3.1, H4.3, H6.1, H7.1
PERFORMANCE BAND DESCRIPTIONS
INDUSTRIAL TECHNOLOGY

The typical performance in this band:

Band 6
- Demonstrates a comprehensive knowledge of the technological, environmental, structural and organisational factors relating to the selected focus area industry
- Applies a comprehensive understanding of both written and graphical communication, and information processing skills
- Utilises a design process to critically evaluate and develop solutions to practical problems
- Demonstrates expertise in the management of time and other resources in the development of a practical project
- Solves specific problems through in-depth knowledge and understanding of the implications and impact of technology on society
- Displays excellence in the selection of equipment and materials and in the application of practical skills to produce a quality project

Band 5
- Demonstrates a detailed knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry
- Demonstrates a thorough understanding in the use of written and graphical communication and information processing skills
- Justifies solutions to practical problems through the application of design techniques
- Utilises a range of appropriate management strategies in the development of a practical project
- Applies knowledge and understanding of the implication and impact of technology on society
- Displays competence in the selection of equipment and materials and in the application of practical skills to produce a practical project

Band 4
- Demonstrates a broad knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry
- Displays information processing skills and a sound knowledge in the use of both written and graphical communication
- Uses design or design modification techniques to solve practical problems
- Applies appropriate management strategies to the development of a practical project
- Demonstrates an understanding of the implications and impact of technology on society
- Shows understanding in the application of equipment, materials and practical skills to produce a practical project

Band 3
- Demonstrates a basic knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry
- Uses appropriate information processing skills and written and graphical communication forms
- Attempts to use design or design modification techniques to solve practical problems
- Recognises the importance of management to complete a practical project
- Demonstrates an awareness of the implications and impact of technology on society
- Identifies and uses a range of equipment, materials and processes to produce a practical project

Band 2
- Displays a simple knowledge of the technological, environmental, structural and organisational aspects of the selected focus area industry
- Uses a narrow range of written and graphical communication forms, and information processing skills
- Demonstrates an adequate awareness of design
- Displays minimal management skills in the development of a practical project
- Demonstrates a limited awareness of the implications and impact of technology on society
- Uses a limited selection of equipment, materials and processes to produce a practical project

Band 1
# 2 UNIT JAPANESE BEGINNERS

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<td>Term 1, 2015 Weeks 9-10</td>
<td>Term 2, 2015 Week 6 Tues 26/5/15 P.1 and Wed 27/5/15 P.4</td>
<td>Term 3, 2015 Weeks 2-4</td>
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<td>Listening/Speaking</td>
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<td>Exam</td>
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<td>H2.1 – 2.6</td>
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PERFORMANCE BAND DESCRIPTIONS
JAPANESE BEGINNERS

Band 6
- Communicates effectively across a range of topics in spoken Japanese
- Writes cohesive, well-structured texts appropriate to a range of audiences, purposes and contexts
- Demonstrates an excellent control of vocabulary and language structures
- Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them

Band 5
- Communicates across a range of topics in spoken Japanese
- Writes cohesive texts appropriate to audience, purpose and context
- Demonstrates a good control of vocabulary and language structures
- Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them

Band 4
- Communicates ideas and information in spoken Japanese
- Writes texts with some regard to audience, purpose and context, linking ideas and information
- Demonstrates some control of vocabulary and language structures
- Demonstrates a general understanding of and identifies some specific information in a range of texts

Band 3
- Communicates some ideas and information in familiar contexts in spoken Japanese
- Writes texts with some regard to purpose
- Demonstrates a basic knowledge of Japanese vocabulary and applies Japanese grammar and syntax inconsistently
- Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones

Band 2
- Understands some simple questions and responds in comprehensible spoken Japanese
- Writes some words, phrases and sentences in comprehensible Japanese
- Identifies some information in texts

Band 1
# 2 UNIT LEGAL STUDIES
## HSC COURSE
### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
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<td>Week 5 18/5/15</td>
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<td>Focus Study 2</td>
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<td>H1, H2, H4, H5, H6, H7, H8, H9, H10</td>
<td>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</td>
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</tbody>
</table>
PERFORMANCE BAND DESCRIPTIONS
LEGAL STUDIES

The typical performance in this band:

Band 6
• Analyses, synthesises and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues
• Demonstrates extensive knowledge and understanding of the operation of the legal system and the processes involved in law reform
• Synthesises and analyses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context
• Communicates coherent arguments on contemporary issues from differing perspectives and interpretations
• Communicates an argument using relevant legal concepts and terminology

Band 5
• Analyses and interprets information to evaluate the effectiveness of the domestic and international legal system in addressing issues
• Demonstrates detailed knowledge and understanding of the operation of the legal system and the processes involved in law reform
• Uses legal information from a variety of sources including relevant legislation, cases, media, international instruments and documents to support arguments in a domestic and international context
• Presents clear arguments on contemporary issues from differing perspectives
• Communicates using relevant legal concepts and terminology

Band 4
• Provides some analysis of information and issues related to the effectiveness of the domestic and international legal system
• Demonstrates good knowledge and understanding of the operation of the legal system and the processes involved in law reform
• Uses appropriate legal information from sources including legislation, cases, media, international instruments and documents
• Uses appropriate legal concepts and terminology

Band 3
• Demonstrates some knowledge and understanding of the issues related to the domestic and/or international legal system
• Demonstrates some understanding of the operation of the legal system
• Makes reference to sources including legislation, cases, media, international instruments and documents
• Uses some legal concepts and terminology

Band 2
• Recognises some issues in the legal system
• Demonstrates a limited understanding of some aspects of the operations of the legal system
• Uses some legal terminology

Band 1
## 2 UNIT MATHEMATICS
### HSC COURSE
#### Assessment Schedule 2014/2015

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<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<tr>
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<td>Weeks 9-10</td>
<td>Week 5</td>
<td>Weeks 2-4</td>
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<td>Thurs 21/5/15 P.2</td>
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<td>14/11/14</td>
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<td>HSC Exam</td>
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<td>Functions</td>
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<td>In Class Exam</td>
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<td>Exam</td>
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<tr>
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<tr>
<td>and Understanding</td>
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Outcomes Assessed:

- **Knowledge, Skills and Understanding:** H1, H2, H4, H5, H6, H7, H9
- **Reasoning, Interpretation, Explanation and Communication Skills:** H1, H2, H3, H4, H5, H6, H7, H8, H9
- **Outcomes Assessed:** H1, H2, H3, H4, H5, H6, H7, H8, H9
- **Outcomes Assessed:** H1, H2, H3, H4, H5, H6, H7, H8, H9
PERFORMANCE BAND DESCRIPTIONS
MATHEMATICS

The typical performance in this band:

Band 6
- Exhibits extensive knowledge and skills appropriate to the Mathematics course
- Uses sophisticated multi-step reasoning
- Integrates ideas of calculus with strong algebraic, deductive and modelling skills to successfully solve difficult problems
- Exhibits excellent problem solving skills
- Communicates effectively using appropriate mathematical language, notation, diagrams and graphs

Band 5
- Exhibits sound knowledge and skills appropriate to the Mathematics course
- Uses multi-step logical reasoning in both numerical and theoretical contexts such as problems in calculus, geometry and probability
- Combines ideas of calculus with algebraic, deductive and modelling skills to successfully solve many difficult problems
- Exhibits a wide range of problem solving skills such as applications of series
- Communicates effectively using mathematical language, notation, diagrams, and graphs

Band 4
- Exhibits the manipulative skills and knowledge base appropriate to the Mathematics course
- Uses logical reasoning in both numerical and theoretical contexts such as problems in calculus and geometry
- Identifies appropriate approaches to the solution of difficult problems
- Uses calculus and other methods to determine the features of, and to graph, a wide range of functions
- Successfully applies calculus and other appropriate ideas to model practical problems
- Communicates using mathematical language, notation, diagrams and graphs

Band 3
- Consistently applies arithmetic and algebraic procedures correctly
- Applies geometrical reasoning in a numerical context
- Graphs functions such as $3 \sin 2x$, $\log x$ and $e^x$
- Consistently applies rules of differentiation and basic integration correctly
- Uses calculus to determine the features of, and to graph, functions such as cubic polynomials
- Solves simple problems involving series

Band 2
- Correctly applies arithmetic and basic algebraic procedures
- Recalls many of the formulae and algorithms appropriate to the Mathematics course, such as Simpson's rule, the sine rule, and the cosine rule
- Graphs simple functions such as linear functions, quadratics, $\sin x$ and $\cos x$
- Finds derivatives of basic functions such as polynomials, $\sin x$ and $e^x$
- Uses the rules of differentiation such as the product rule
- Solves numerical problems involving the geometry of triangles

Band 1
# 2 UNIT GENERAL MATHEMATICS

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
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<td>Thurs 21/5/15</td>
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<td>Measurement – Area and Volume / Finance</td>
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<th>Assessment Task Two</th>
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<td>Measurement – Area and Volume / Finance</td>
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PERFORMANCE BAND DESCRIPTIONS
GENERAL MATHEMATICS

The typical performance in this band:

Band 6
• Uses a wide variety of problem-solving strategies to solve mathematics problems
• Successfully applies mathematical skills and processes across a wide range of topic areas
• Communicates mathematical ideas and reasoning clearly and effectively using symbols, numbers, words, diagrams and graphs
• Analyses representations of data and makes predictions, inferences and conclusions
• Constructs and uses diagrams to solve mathematical problems in familiar and unfamiliar contexts
• Makes and justifies informed decisions about financial situations based on appropriate models
• Carries out statistical processes to analyse, interpret and compare data
• Solves problems involving uncertainty using the basic principles of probability

Band 5
• Uses a variety of problem-solving strategies to solve mathematical problems
• Uses mathematical skills and processes accurately and can apply these in different contexts
• Communicates mathematical ideas and reasoning using symbols, numbers, words, diagrams and graphs
• Analyses data in symbolic, graphical or tabular forms and makes predictions, inferences and conclusions
• Constructs and uses diagrams to solve mathematical problems in familiar contexts
• Makes informed decisions about financial situations based on mathematical models
• Carries out statistical processes to analyse and compare data
• Solves familiar problems involving uncertainty using the basic principles of probability

Band 4
• Uses some problem-solving strategies to solve familiar mathematical problems
• Uses mathematical skills and processes accurately in familiar contexts
• Communicates mathematics using symbols, numbers, words, diagrams and graphs
• Uses information in graphs, tables or symbols to make predictions, inferences and conclusions
• Draws diagrams and graphs to solve familiar mathematical problems
• Performs calculations in financial mathematics such as substituting into appropriate formulae
• Calculates summary statistics, such as mean and standard deviation
• Performs probability calculations to solve familiar problems

Band 3
• Uses mathematical skills and processes to solve familiar problems
• Communicates mathematical results using symbols, numbers, diagrams and graphs
• Uses given diagrams, tables and graphs to make some predictions, inferences and conclusions
• Draws simple diagrams when given clear instructions to help solve familiar mathematical problems
• Performs basic calculations in financial mathematics
• Calculates basic summary statistics, such as mode and range
• Performs simple probability calculations to solve familiar problems

Band 2
• Uses basic mathematical skills and processes to solve simple familiar problems with limited accuracy
• Communicates mathematical results using numbers, words, simple diagrams and graphs
• Uses given diagrams, tables and graphs to help solve some simple mathematical problems
• Performs some basic calculations in financial mathematics with limited accuracy
• Recognises language of probability

Band 1
# 1 UNIT - EXTENSION 1 MATHEMATICS  
## HSC COURSE  
### Assessment Schedule 2014/2015

**1 Unit: 50 Marks**

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PERFORMANCE BAND DESCRIPTIONS
EXTENSION 1 MATHEMATICS

The typical performance in this band:

Band E4
• Exhibits extensive knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses
• Synthesises mathematical techniques, results and ideas creatively across the Mathematics and Mathematics Extension 1 courses to solve difficult problems
• Uses sophisticated multi-step mathematical reasoning
• Interprets, explains, justifies and evaluates solutions to problems
• Translates efficiently between practical problems and their mathematical model
• Communicates complex ideas and arguments effectively using appropriate mathematical language, notation, diagrams and graphs

Band E3
• Exhibits knowledge and skills appropriate to the Mathematics and Mathematics Extension 1 courses
• Synthesises mathematical techniques, results and ideas from across the Mathematics and Mathematics Extension 1 courses to solve problems in areas such as geometry, calculus and probability
• Uses multi-step mathematical reasoning such as mathematical induction
• Translates between practical problems and their mathematical model in areas such as projectile motion
• Communicates effectively using appropriate mathematical language, notation, diagrams and graphs

Band E2
• Exhibits knowledge of the techniques of the Mathematics and Mathematics Extension 1 courses
• Uses techniques of integration from the Mathematics Extension 1 course such as integration by substitution
• Uses logical reasoning in numerical contexts such as problems in algebra and geometry
• Applies calculus to solve practical problems
• Communicates using mathematical language, notation, diagrams and graphs

Band E1
# 1 UNIT - EXTENSION 2 MATHEMATICS
## HSC COURSE

### Assessment Schedule 2014/2015

1 Unit: 50 Marks

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PERFORMANCE BAND DESCRIPTIONS
EXTENSION 2 MATHEMATICS

The typical performance in this band:

Band E4
- Exhibits mastery of most aspects of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses
- Synthesises mathematical techniques, results, and ideas creatively across the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses to solve problems
- Combines excellent algebraic and modelling skills, multi-step logic and mathematical insight to solve difficult problems
- Constructs proofs in an abstract setting
- Communicates sophisticated mathematical ideas and relationships using the algebraic, diagrammatic and graphical techniques of mathematics, concise notation and clear logical argument

Band E3
- Exhibits facility with the techniques of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses
- Solves problems from the Mathematics Extension 2 topic areas, such as complex numbers, volumes, polynomials, conics and mechanics
- Successfully graphs a wide variety of functions showing critical points, asymptotes and points of inflexion without necessarily using calculus
- Demonstrates a sound grasp of both algebraic and geometric techniques required to solve problems
- Communicates mathematical ideas and relationships using the algebraic, diagrammatic and graphical techniques of mathematics, appropriate notation and logical argument

Band E2
- Exhibits knowledge of the techniques of the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses
- Solves standard problems from the Mathematics Extension 2 topic areas such as integration and complex numbers
- Graphs a wide variety of functions showing many features without necessarily using calculus
- Applies calculus and other appropriate ideas to model practical problems
- Communicates effectively using mathematical language, notation, diagrams and graphs

Band E1
# 2 UNIT MODERN HISTORY
## HSC COURSE
### Assessment Schedule 2014/2015

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PERFORMANCE BAND DESCRIPTIONS
MODERN HISTORY

The typical performance in this band:

Band 6
- Comprehensively analyses the key features of specific periods of twentieth century history and evaluates the role of key individuals, groups, events and ideas
- Evaluates the relative significance of factors contributing to change and continuity in the modern world
- Displays a sophisticated understanding of historical terms and concepts
- Utilises a variety of relevant historical sources and evaluates their reliability
- Assesses different historical interpretations and perspectives
- Communicates high level argument through well structured and detailed texts

Band 5
- Presents detailed analysis of the key features of specific periods of twentieth century history and evaluates the role of key individuals, groups, events and ideas
- Explains the relative significance of factors affecting change and continuity in the modern world
- Demonstrates a thorough understanding of historical terms and concepts
- Utilises a number of relevant historical sources and evaluates their reliability
- Argues using different historical interpretations and perspectives
- Communicates a coherent and sustained argument through well structured and detailed texts

Band 4
- Explains the key features of specific periods of twentieth century history and makes some judgements on the role of key individuals, groups, events and ideas
- Describes the significance of factors affecting change and continuity in the modern world
- Demonstrates a sound understanding of historical terms and concepts
- Identifies and makes adequate reference to prominent relevant historical sources
- Explains different historical interpretations and perspectives
- Clearly communicates a general argument through well structured texts

Band 3
- Describes the key features of specific periods of twentieth century history and the roles of key individuals, groups, events and ideas
- Draws conclusions based on an understanding of change and continuity in the modern world
- Correctly uses some historical terms and concepts
- Identifies and draws basic conclusions to prominent relevant historical sources
- Describes different historical interpretations and perspectives
- Provides coherent descriptions of people and events with some evidence of simple argument

Band 2
- Describes people, events and ideas from specific periods of twentieth century history
- Demonstrates, through sequencing of historical events, some understanding of continuity and change in the modern world
- Demonstrates comprehension of basic historical terms and concepts
- Recognises and draws simple conclusions from different sources
- Recognises simple historical interpretations and perspectives
- Provides limited coherent descriptions of people and events from the past in simple narrative style

Band 1
## 2 UNIT MUSIC 1
### HSC COURSE

#### Assessment Schedule 2014/2015

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PERFORMANCE BAND DESCRIPTIONS
MUSIC 1

The typical performance in this band:

Band 6
• Displays extensive knowledge and skills about the concepts of Music and of Music as an art form in a variety of cultural and historical contexts
• Displays extensive understanding of the concepts of Music in a diverse range of aural experiences
• Communicates a comprehensive understanding of the concepts of Music and makes extensive musical observations on the chosen topic
• Performs with a high level of technical skill and stylistic interpretation
• Composes with a high level of stylistic understanding and musical discrimination

Band 5
• Displays detailed knowledge and skills about the concepts of Music and of Music as an art form in a variety of cultural and historical contexts
• Displays a detailed understanding of the concepts of Music in a diverse range of aural experiences
• Communicates a thorough understanding of the concepts of Music and makes detailed musical observations on the chosen topic
• Performs with sustained technical skill and an understanding of style
• Composes with a thorough stylistic understanding and musical discrimination

Band 4
• Displays sound knowledge and skills about the concepts of Music and of Music as an art form in a variety of cultural and historical contexts
• Displays a clear understanding of the concepts of Music in a diverse range of aural experiences
• Communicates a clear understanding of the concepts of Music and makes sound musical observations on the chosen topic
• Performs with sound technical skill and a sense of style
• Composes with a sound stylistic understanding

Band 3
• Displays basic knowledge and skills about the concepts of Music and of Music as an art form in a variety of cultural and historical contexts
• Displays a basic understanding of the concepts of Music across a range of aural experiences
• Communicates a basic understanding of the concepts of Music and makes musical observations on the chosen topic
• Performs with a basic technical skill and an inconsistent awareness of style
• Composes with a basic stylistic understanding

Band 2
• Displays limited knowledge and skills about the concepts of Music and of Music as an art form in a variety of cultural and historical contexts
• Displays a simplistic understanding of the concepts of Music in aural experiences
• Communicates a limited understanding of the concepts of Music and simple musical observations on the chosen topic
• Performs with a limited interpretive and technical skill
• Composes with a limited stylistic understanding

Band 1
## 2 UNIT PDHPE
### HSC COURSE

#### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 1 Assessment Task</td>
<td>Core 2 Assessment Task</td>
<td>Option Sports Medicine Assessment Task</td>
<td>Trial HSC Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Class (Written)</td>
<td>Half Yearly Exams</td>
<td>In Class (Verbal)</td>
<td>Exam</td>
<td></td>
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</tr>
</tbody>
</table>

**Knowledge and Understanding of:**
- Factors that affect health
- The way the body moves

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<thead>
<tr>
<th></th>
<th>40%</th>
<th>10%</th>
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<th>5%</th>
<th>20%</th>
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</thead>
</table>

Skills in:
- Influencing personal and community health
- Taking action to improve participation and performance in physical activity

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<tr>
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Skills in:
- Critical thinking, research and analysis

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**TOTALS**

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</thead>
</table>

Outcomes Assessed:
- H1, H2, H3, H4, H5, H14, H15, H16
- H7, H8, H9, H10, H11, H16, H17
- H8, H13, H16, H17
- H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H14, H15, H16, H17
PERFORMANCE BAND DESCRIPTIONS
PDHPE

The typical performance in this band:

Band 6
• Demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance
• Comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance
• Demonstrates a superior understanding of the interrelated roles and responsibilities of individuals, groups and governments in the management and promotion of health
• Critically analyses movement and the range of factors that affect physical performance and participation
• Provides relevant and accurate examples to justify complex arguments about health, participation and performance

Band 5
• Clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts
• Identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status
• Demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health
• Demonstrates an understanding of the interrelationships between the various factors that impact on physical performance
• Supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance

Band 4
• Demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance
• Relates strategies for managing the major causes of sickness and death to the contributing risk factors
• Demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health
• Describes a range of factors that affect the quality of physical performance
• Communicates information in a clear and logical way providing some examples about health, participation and performance

Band 3
• Uses basic definitions and facts when explaining health and physical performance concepts
• Identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal
• Demonstrates an understanding of the need for government and community action in relation to promoting health
• Identifies some relevant factors which influence physical performance
• Provides basic support for the arguments presented on health, participation and performance

Band 2
• Recalls some simple facts and writes brief descriptions
• Demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement
• Outlines some factors affecting health and identifies relevant illness prevention measures
• Demonstrates an understanding of general movement principles
• Provides limited support for the arguments presented on health, participation and performance

Band 1
# 1 UNIT PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<tbody>
<tr>
<td>Art Making</td>
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<td>10%</td>
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<tr>
<td>Art Critical &amp; Historical Study</td>
<td>30%</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td>40%</td>
</tr>
</tbody>
</table>

**Outcomes Assessed:**

- Art Making: M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5
- Art Critical & Historical Study: M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5
- Temporal Accounts: M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5

*Students are required to keep a Visual Diary for the duration of the course.*
PERFORMANCE BAND DESCRIPTIONS
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Band 6
• Demonstrates extensive knowledge and understanding of content
• Displays comprehensive understanding of content, processes, concepts
• Critically analyses, syntheses and interprets information
• Demonstrates high–level competence in particular skills, processes
• Demonstrates high–level skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
• Demonstrates high–level skills in the use of appropriate technologies
• Demonstrates outstanding performance and technique
• Effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately

Band 5
• Demonstrates thorough knowledge and understanding of content
• Displays detailed understanding of content, processes, concepts
• Analyses, syntheses and interprets information
• Demonstrates competence in particular skills, processes
• Demonstrates competent skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
• Demonstrates competent skills in the use of appropriate technologies
• Demonstrates accomplished performance and technique
• Competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology.

Band 4
• Demonstrates sound knowledge and understanding of content
• Displays clear understanding of content, processes, concepts
• Analyses and interprets information
• Demonstrates ability in particular skills, processes
• Demonstrates skills in critical judgement, reasoning, prediction, inference, evaluation, problem solving, interpretation
• Demonstrates skills in the use of appropriate technologies
• Demonstrates sound performance and technique
• Communicates in a creative, succinct, logical, manner with coherence, control or originality using appropriate terminology.

Band 3
• Demonstrates basic knowledge and understanding of content
• Displays basic understanding of content, processes, concepts
• Interprets information
• Demonstrates basic ability in particular skills, processes
• Demonstrates basic skills in judgement, reasoning, prediction, problem solving, interpretation
• Demonstrates basic skills in the use of appropriate technologies
• Demonstrates basic performance and technique
• Communicates with adequate control or originality using some appropriate terminology.

Band 2
• Demonstrates elementary knowledge and understanding of content
• Displays simple understanding of content, processes, concepts
• Interprets information
• Demonstrates elementary ability in particular skills, processes
• Demonstrates elementary skills in argument and problem solving
• Demonstrates elementary skills in the use of appropriate technologies
• Demonstrates elementary performance and technique
• Demonstrates limited communication abilities

Band 1
## 2 UNIT PHYSICS
### HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
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<tbody>
<tr>
<td></td>
<td>Term 4, 2014 Week 6</td>
<td>Term 1, 2015 Week 6</td>
<td>Term 1, 2015 Weeks 9-10 Exam Period</td>
<td>Term 2, 2015 Week 8 Fri 12/6/15</td>
<td>Term 3, 2015 Weeks 2-4 Exam Period</td>
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<td></td>
<td>Term 5, 2014 Week 7</td>
<td>Term 2, 2015 Week 7</td>
<td>Term 2, 2015 Weeks 11-12 Exam Period</td>
<td>Term 3, 2015 Week 9 Fri 21/6/15</td>
<td>Term 4, 2015 Week 10 Fri 26/6/15</td>
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<td>Term 6, 2014 Week 8</td>
<td>Term 3, 2015 Week 8</td>
<td>Term 3, 2015 Weeks 13-14 Exam Period</td>
<td>Term 4, 2015 Week 11 Fri 1/7/15</td>
<td>Term 5, 2015 Week 12 Fri 6/7/15</td>
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<td>Term 7, 2014 Week 9</td>
<td>Term 4, 2015 Week 9</td>
<td>Term 4, 2015 Weeks 15-16 Exam Period</td>
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<td>Term 6, 2015 Week 14 Fri 22/7/15</td>
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<td>Term 8, 2014 Week 10</td>
<td>Term 5, 2015 Week 10</td>
<td>Term 5, 2015 Weeks 17-18 Exam Period</td>
<td>Term 6, 2015 Week 14 Fri 29/7/15</td>
<td>Term 7, 2015 Week 15 Fri 5/8/15</td>
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</tbody>
</table>

- **Experimental Investigation**
  - Open Ended Investigation
  - Research Assignment
  - Half Yearly Exam
  - Practical Report
  - Trial HSC Exam

- **In Class**
  - Hand In
  - Exam
  - In Class
  - Exam

- **Knowledge and understanding of:**
  - The history, nature and practice of Physics, applications and uses of Physics and their implications for society and the environment, and current issues, research and development in Physics
  - Kinematics and dynamics, energy, waves, fields and matter

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<thead>
<tr>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
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</table>

- **Skills in:**
  - Planning and conducting first-hand investigations
  - Gathering and processing first-hand data
  - Gathering and processing relevant information from secondary sources

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<thead>
<tr>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
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- **Skills in:**
  - Communicating information and understanding
  - Developing scientific thinking and problem-solving techniques
  - Working individually and in teams

<table>
<thead>
<tr>
<th>Syllabus Weightings</th>
<th>Assessment Task One</th>
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</tbody>
</table>

- **TOTALS**
  - 100% 10% 25% 10% 25% 30%

- **Outcomes**
  - H2, H11, H12, H14, H15
  - H1, H3, H4, H11, H12, H13
  - H1 - H15 (Inclusive)
  - H2, H5, H10, H11, H12, H13, H14, H15
  - H1 - H15 (Inclusive)
PERFORMANCE BAND DESCRIPTIONS
PHYSICS

The typical performance in this band:

Band 6
• Demonstrates an extensive knowledge and understanding of the concepts of the Physics Course Content including context, prescribed focus areas and domain
• Displays an outstanding ability to describe and explain Physics concepts, including abstract ideas, clearly and accurately, and to apply the concepts to unfamiliar situations
• Applies a high level of critical thinking skills in developing appropriate solutions to problems involving a long sequence of related tasks
• Analyses, evaluates and extrapolates data effectively, identifies complex relationships, quantifies explanations and descriptions, and synthesizes information to draw conclusions
• Communicates succinctly, logically and sequentially using a variety of scientific formats
• Demonstrates a high level ability to design an experimental procedure

Band 5
• Demonstrates a thorough knowledge and understanding of the concepts of the Physics Course Content including context, prescribed focus areas and domain
• Effectively communicates a detailed understanding of Physics concepts using appropriate Physics terminology and some illustrative examples and applies the concepts to unfamiliar situations
• Analyses information given in written, tabular, graphical and diagrammatic forms and relates this to other relevant information
• Displays competence in manipulating equations to solve problems involving a number of steps
• Demonstrates a thorough knowledge of the use of appropriate experimental procedures

Band 4
• Demonstrates a sound knowledge and understanding of the concepts of the Physics Course Content including context, prescribed focus areas and domain
• Describes concepts and information clearly in written and graphical forms and applies these concepts in familiar situations
• Demonstrates a broad ability to carry out calculations and or substitute into equations and to use relevant symbols and units when manipulating data
• Displays proficiency in selecting relevant data from information given in written, tabular, graphical and diagrammatic form
• Describes correct apparatus for a particular physical measurement and has an adequate understanding of experimental methodology

Band 3
• Demonstrates a basic knowledge and understanding of the concepts of the Physics Course Content including context, prescribed focus areas and domain
• Uses simple Physics definitions and terms to communicate understanding of Physics concepts
• Substitutes data from information given in written, tabular, graphical and diagrammatic form
• Draws simple diagrams and graphs to describe phenomena in Physics

Band 2
• Demonstrates a limited knowledge and understanding of the Physics Course Content including context, prescribed focus areas and domain
• Recalls elementary terminology and formulae related to some areas of Physics
• Interprets basic diagrams and graphs
• Determines an appropriate scale for a graph

Band 1
# 2 UNIT SENIOR SCIENCE
## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
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<tbody>
<tr>
<td></td>
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<td>Term 1, 2015</td>
<td>Term 1, 2015</td>
<td>Term 2, 2014</td>
<td>Term 3, 2015</td>
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<td>Week 6</td>
<td>Week 6</td>
<td>Week 6</td>
<td>Weeks 9-10</td>
<td>Week 2</td>
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<td></td>
<td>Tues 11/11/14</td>
<td>Fri 6/3/15</td>
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<td>Thurs 11/6/15</td>
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<tr>
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<td>Research</td>
<td>Half Yearly</td>
<td>Practical</td>
<td>Trial</td>
<td>HSC Exam</td>
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<td>In Class Exam</td>
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<td>9.2 Lifestyle</td>
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<td>Chemistry</td>
<td>9.3 Medical</td>
<td>9.4 Information</td>
<td>9.2, 9.3, 9.4 and</td>
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<td>Technology</td>
<td>Systems</td>
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<td>Bionics</td>
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<td>The history, nature and practice of Science, applications and uses of Science and their implications for society and the environment and current issues, research and development in Science</td>
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<tr>
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<tr>
<td>Planning and conducting first-hand investigations</td>
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<tr>
<td>Gathering and processing first-hand data</td>
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<tr>
<td>Gathering and processing relevant information from secondary sources</td>
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<tr>
<td>Communication information and understanding</td>
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<td>5%</td>
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<td>Developing scientific thinking and problem-solving techniques</td>
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<td>Working individually and in teams</td>
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</tbody>
</table>
PERFORMANCE BAND DESCRIPTIONS

SENIOR SCIENCE

The typical performance in this band:

**Band 6**
- Demonstrates an extensive knowledge and understanding of the course content including context, prescribed focus areas and domain
- Analyses, evaluates and presents scientific information in a variety of appropriate forms
- Identifies and quantifies relationships in scientific data
- Explains scientific principles and laws and applies them to unfamiliar situations
- Applies high level critical thinking skills in developing appropriate solutions to problems involving experimental design
- Analyses and applies explanatory models
- Makes and justifies judgments based on evidence and ethical considerations and communicates these effectively

**Band 5**
- Demonstrates a thorough knowledge and understanding of the course content including context, prescribed focus areas and domain
- Interprets and presents scientific information in an appropriate form
- Comprehends, classifies and analyses data
- Explains scientific principles and laws and applies them to familiar situations
- Describes scientific method and applies it to experimental design
- Describes and interprets explanatory models of scientific principles
- Makes judgments based on evidence and ethical considerations and communicates these effectively

**Band 4**
- Demonstrates a sound knowledge and understanding of the course content including context, prescribed focus areas and domain
- Comprehends, classifies and presents scientific data in a variety of forms
- Applies some scientific principles and laws to familiar situations
- Describes scientific method and experimental design
- Describes explanatory models of some scientific principles
- Expresses opinions based on evidence and ethical considerations and communicates these effectively

**Band 3**
- Demonstrates a basic knowledge and understanding of the course content including context, prescribed focus areas and domain
- Classifies and presents simple scientific data
- Describes simple experiments using text and diagrams
- Recalls some scientific principles and explanatory models

**Band 2**
- Demonstrates a limited knowledge and understanding of the course content including context, prescribed focus areas and domain
- Communicates simple scientific information and experimental data
- Recalls some aspects of experimental work and scientific principles

**Band 1**
# 2 UNIT SOCIETY AND CULTURE
## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>PIP</th>
<th>Assessment Task Four</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Term 4, 2014</td>
<td>Term 1, 2015</td>
<td>Term 2, 2015</td>
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<td>Term 3, 2015</td>
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<tr>
<td></td>
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<td>Week 10</td>
<td>Week 7</td>
<td>Week 5</td>
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<td>Term 3, 2015</td>
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<td>8/12/14</td>
<td>13/3/15</td>
<td>22/5/15</td>
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<td>Weeks 2-4</td>
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<tr>
<td></td>
<td></td>
<td>Research and Report: Social and Cultural Continuity and Change</td>
<td>Oral Task and/or short written submission on Depth Study 1</td>
<td>Research and related in class extended response on Depth Study 2</td>
<td>PIP Submission Externally Marked</td>
<td>Trial HSC written examination</td>
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<td></td>
<td>Hand In</td>
<td>Hand In</td>
<td>In Class</td>
<td>Hand In</td>
<td>Exam</td>
</tr>
</tbody>
</table>

| Knowledge and understanding of course content | 50% | 5% | 10% | 10% | 25% |
| Application and evaluation of social and cultural research methodologies | 30% | 10% | 5% | 10% | 5% |
| Communication of information, ideas and issues in appropriate forms | 20% | 5% | 5% | 5% | 5% |
| Totals | 100% | 20% | 20% | 25% | 35% |

| Outcomes Assessed | H6, H7, H9, H10, H11 | H1, H2, H5, H9, H10 | H3, H4, H6, H7, H8, H9, H10, H11 | Externally Marked | H1, H2, H3, H4, H5, H6, H7, H10 |

### PIP Progress Checks

Please note that there will be three dates to feedback on your progress in completing your PIP.

- **Oral Presentation on planning - 12th November 2014**
- **First Progress check on PIP – Week 3 Term One 2015**
- **Second Progress check on PIP – Week 1 Term Two 2015**
- **Third Progress check on PIP – Week 7 Term Two 2015**
PERFORMANCE BAND DESCRIPTIONS

SOCIETY AND CULTURE

Band 6
- Demonstrates high level analysis of the complex nature of cultural diversity and commonality and the relationships within and between social and cultural groups
- Demonstrates high level application and justification of a range of social and cultural research methods
- Critically evaluates appropriate course concepts and their influence in societies and cultures
- Selects and organises information from a range of sources and critically evaluates sources for usefulness and bias
- Communicates complex analysis through well-structured and detailed texts using a range of appropriate terms associated with Society and Culture
- Critically evaluates continuity and change, strategies for change and implications for societies and cultures provides evidence of comprehensive use of planning and review strategies to manage a range of complex tasks and make effective use of time and resources

Band 5
- Demonstrates a thorough understanding of cultural diversity and commonality and analyses the nature of relationships within and between social and cultural groups
- Demonstrates thorough application and justification of social and cultural research methods
- Analyses appropriate course concepts and their influence in societies and cultures
- Selects and organises information from a variety of sources and makes some judgments on the usefulness and bias of the sources
- Communicates a well organised and sustained argument through well-structured and detailed texts using a variety of appropriate terms associated with Society and Culture
- Evaluates continuity and change and can assess strategies for change and implications for societies and cultures provides evidence of thorough use of planning and review strategies to manage a range of complex tasks and make effective use of time and resources

Band 4
- Demonstrates a sound understanding of cultural diversity and commonality and explains the nature of relationships within and between social and cultural groups
- Applies appropriate social and cultural research methods
- Explains appropriate course concepts and their influence in societies and cultures
- Interprets data from a variety of sources forming sound conclusions
- Communicates a sound argument through well-structured texts using appropriate language
- Demonstrates a sound understanding of continuity and change, and some strategies to manage change provides some evidence of the use of sound planning and review strategies to manage a number of tasks and to use time and resources effectively

Band 3
- Demonstrates a basic understanding of cultural diversity and commonality and the nature of relationships between social and cultural groups
- Applies basic social and cultural research methods
- Describes course concepts and their influence in societies and cultures
- Gathers evidence from different forms of data and draws basic conclusions
- Writes basic explanations of ideas and issues using some appropriate language
- Demonstrates a descriptive understanding of continuity and change
- Provides evidence of basic use of planning and review strategies to manage tasks and organise the use of time and resources

Band 2
- Recognises cultural diversity and the relationships between social groups
- Demonstrates limited application of basic social and cultural research methods
- Outlines course concepts and their influence in societies and cultures
- Provides simple interpretations from a limited range of data
- Writes simple descriptions of ideas and issues and demonstrates comprehension of basic terms
- Describes continuity or change in limited terms provides evidence of limited use of planning and review strategies to manage tasks and organise the use of time and resources
# 2 UNIT SOFTWARE DESIGN & DEVELOPMENT
## HSC COURSE

### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 4, 2014</td>
<td>Term 1, 2015</td>
<td>Term 2, 2015</td>
<td>Term 3, 2015</td>
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<td>Week 7</td>
<td>Weeks 9-10</td>
<td>Week 9</td>
<td>Weeks 2-4</td>
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<td>Thursday</td>
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<td>20/11/14</td>
<td>18/6/15</td>
<td>18/6/15</td>
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<td></td>
<td></td>
<td>Period 2</td>
<td>Period 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1 Examination: Ethics and Software Development Approaches</th>
<th>Term 1 Examination: Ethics and Software Development Approaches</th>
<th>Half Yearly Exam</th>
<th>Large Software Project</th>
<th>Trial HSC Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class</td>
<td>Exam</td>
<td>Online Submission</td>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge and understanding about the development and impact of software solutions and the software development cycle

- **20%**
- **5**
- **5**
- **10**

Design and development of software solutions

- **35%**
- **5**
- **5**
- **20**

Project management techniques, including documentation, teamwork and communication

- **20%**
- **5**
- **10**
- **5**

Project

- **25%**
- **25**

**TOTALS**

- **100%**
- **10%**
- **15%**
- **40%**
- **35%**

Outcomes assessed:
- H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1
- H3.2, H4.1, H4.2, H4.3, H5.1, H5.2
PERFORMANCE BAND DESCRIPTIONS
SOFTWARE DESIGN & DEVELOPMENT

The typical performance in this band:

Band 6
- Demonstrates a thorough understanding of the phases of the software development cycle in producing a solution relevant to client needs and concerns
- Uses appropriate development methodologies and project management techniques to analyse a problem and design a complete software solution
- Develops well-constructed algorithms for a variety of unfamiliar problems using appropriate control structures and data structures
- Effectively uses appropriate resources, tools and documentation to manage the development and to communicate the essential features of software solutions
- Designs an effective software solution to a problem reflecting a sophisticated understanding of the interrelationships between hardware and software
- Critically evaluates the social and ethical issues related to the development of software solutions and the impact on society of the use of computer-based solutions
- Analyses the effects of historical developments on current and emerging technologies and practices, and the development process

Band 5
- Demonstrates an understanding of the phases of the software development cycle in producing a solution recognising client needs and concerns
- Uses development methodologies and project management techniques to analyse a problem and design a relevant software solution
- Develops algorithms for a variety of problems using appropriate control structures and data structures
- Uses a variety of resources, tools and documentation to manage the development and to communicate the essential features of software solutions
- Designs a software solution to a problem reflecting an understanding of the interrelationships between hardware and software
- Makes informed judgement about the social and ethical issues related to the development of software solutions and the impact on society of the use of computer-based solutions
- Relates knowledge and understanding of historical developments to current and emerging technologies and practices, and the development process

Band 4
- Outlines the phases of the software development cycle required to produce a solution to a specified problem
- Uses development methodologies and project management techniques to design a software solution
- Develops an algorithm for a specified problem showing some understanding of control structures and data structures
- Uses a limited number of resources, tools and documentation to develop and communicate some features of software solutions
- Modifies a software solution to a problem reflecting knowledge of the interrelationships between hardware and software
- Gives a clear explanation of the impact on society of the use of computer-based solutions
- Demonstrates knowledge and understanding of historical developments and current and emerging technologies

Band 3
- Demonstrates a basic understanding of the phases of the software development cycle
- Designs a partial software solution recognising the need for project management techniques
- Reads, interprets and modifies simple algorithms that use a variety of data structures
- Recognises and describes some resources, tools and documentation used to develop and communicate software solutions
- Demonstrates a basic knowledge of the interrelationships between hardware and software
- Describes some issues related to the impact on society of the use of computer-based solutions
- Shows some knowledge

Band 2
- Identifies the phases of the software development cycle
- Recognises some development methodologies and project management techniques
- Reads and interprets simple algorithms that use simple data types
- Recognises some resources, tools and documentation used in software development
- Distinguishes between hardware and software components
- Identifies some issues related to the impact on society of computer-based solutions
- Identifies examples of current technologies

Band 1
## 2 UNIT STUDIES OF RELIGION
### HSC COURSE
#### Assessment Schedule 2014/2015

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
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<th>Assessment Task Two</th>
<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
</tr>
</thead>
</table>
|                   |                   | Term 4, 2014  
Week 7 
Tuesday  
18/11/14  
Period 2 | Term 1, 2015  
Week 3  
Friday  
13/02/15 | Term 1, 2015  
Weeks 9-10  
During Examination period | Term 2, 2015  
Week 7  
Friday 5/06/15 | Term 3, 2015  
Weeks 2-4 |
|                   |                   | Religion and Beliefs Post 1945  
|                   |                   | In Class | Hand In | Speech in Class | Hand In | Exam |

| Knowledge and Understanding of Course Content | 40% | 10% | 5% | 5% | 20% |
| Source Based Skills | 20% | 10% | | | 10% |
| Investigation and Research | 20% | | 5% | 5% | 10% |
| Communication of Information, Ideas and Issues in Appropriate Forms | 20% | | 5% | 5% | 5% |
| TOTALS | 100% | 20% | 15% | 15% | 15% | 35% |

<table>
<thead>
<tr>
<th>Outcomes Assessed:</th>
<th>H1, H2, H3, H4, H5, H6, H8, H9</th>
<th>Outcomes Assessed:</th>
<th>H1, H2, H3, H4, H5, H6, H8, H9</th>
<th>Outcomes Assessed:</th>
<th>H1, H2, H3, H4, H5, H6, H7, H8, H9</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge and Understanding of Course Content</td>
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</tbody>
</table>
PERFORMANCE BAND DESCRIPTIONS
STUDIES OF RELIGION

The typical examination performance in this band:

Band 6
- Demonstrates comprehensive knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities
- Demonstrates comprehensive knowledge and understanding of religious traditions and their significance for adherents
- Demonstrates comprehensive understanding of concepts and issues relevant to religion and beliefs
- Demonstrates comprehensive analysis, synthesis and evaluation of relevant sources and research findings
- Communicates complex information in oral and written forms, using terminology appropriate to Studies of Religion

Band 5
- Demonstrates thorough knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities
- Demonstrates thorough knowledge and understanding of religious traditions and their significance for adherents
- Demonstrates thorough understanding of concepts and issues relevant to religion and beliefs
- Demonstrates thorough analysis and evaluation of relevant sources and research findings
- Communicates information clearly in oral and written forms, using terminology appropriate to Studies of Religion

Band 4
- Demonstrates sound knowledge and understanding of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities
- Demonstrates sound knowledge and understanding of religious traditions and their significance for adherents
- Demonstrates sound understanding of concepts and issues relevant to religion and beliefs
- Demonstrates sound evaluation of relevant sources and research findings
- Communicates information in oral and written forms, using some terminology appropriate to Studies of Religion

Band 3
- Demonstrates basic knowledge of the influence of religion and its expression in Australian society, including Aboriginal beliefs and spiritualities
- Demonstrates basic knowledge of religious traditions and their significance for adherents
- Demonstrates basic understanding of issues relevant to religion and beliefs
- Demonstrates basic use of sources and research findings
- Communicates information, using limited terminology appropriate to Studies of Religion

Band 2
- Demonstrates limited knowledge of religion in Australian society, including some Aboriginal beliefs and spiritualities
- Demonstrates limited knowledge of religious traditions
- Demonstrates limited understanding of issues relevant to religion and beliefs
- Communicates limited information using some relevant terminology

Band 1
## 2 UNIT TEXTILES AND DESIGN
### HSC COURSE

**Assessment Schedule 2014/2015**

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<thead>
<tr>
<th>Course Components</th>
<th>Syllabus Weighting</th>
<th>Assessment Task One</th>
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<th>Assessment Task Three</th>
<th>Assessment Task Four</th>
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<td>Term 2, 2015</td>
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<td></td>
<td>8/12/14</td>
<td>9/03/15</td>
<td>9/03/15</td>
<td>4/6/15</td>
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<td></td>
<td></td>
<td>Period 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Knowledge and understanding of textiles and the Textiles Industry</td>
<td>50%</td>
<td></td>
<td></td>
<td>20%</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology</td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
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<table>
<thead>
<tr>
<th></th>
<th>In Class</th>
<th>Hand In</th>
<th>Exam</th>
<th>Hand In</th>
<th>In Class</th>
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</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>100%</td>
<td>25%</td>
<td>25%</td>
<td>20%</td>
<td>15%</td>
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<table>
<thead>
<tr>
<th>Outcomes Assessed:</th>
<th>Outcomes Assessed:</th>
<th>Outcomes Assessed:</th>
<th>Outcomes Assessed:</th>
<th>Outcomes Assessed:</th>
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<tbody>
<tr>
<td>H 1.1</td>
<td>H3.1</td>
<td>H1.3</td>
<td>H6.1</td>
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<tr>
<td>H 1.2</td>
<td>H4.1</td>
<td>H2.1</td>
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<tr>
<td>H 2.1</td>
<td>H4.2</td>
<td>H3.1</td>
<td>H5.1</td>
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<td></td>
<td></td>
<td>H5.2</td>
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</tbody>
</table>
PERFORMANCE BAND DESCRIPTIONS
TEXTILES AND DESIGN

The typical performance in this band:

Band 6
• Demonstrates an extensive knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies
• Displays expertise in a variety of design and technological skills in the development and production of the Major Textiles Project
• Communicates ideas and information clearly and comprehensively in written, visual and graphic forms
• Generates, modifies and evaluates complex, aesthetically pleasing and functionally appropriate textile designs
• Selects and extensively justifies fabric, yarn, fibre and manufacturing techniques for specific end uses
• Critically evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries

Band 5
• Demonstrates a thorough knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies
• Displays proficiency in a variety of design and technological skills in the development and production of the Major Textiles Project
• Communicates ideas and information clearly in written, visual and graphic forms
• Generates, modifies and evaluates creative and functionally appropriate textile designs
• Selects and justifies fabric, yarn, fibre and manufacturing techniques for specific end uses
• Evaluates the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries

Band 4
• Demonstrates a sound knowledge and understanding of the properties, performance, design, and production of textiles and the development of new textile technologies
• Displays competence in a variety of design and technological skills in the development and production of the Major Textiles Project
• Communicates ideas and information adequately in written, visual and graphic forms
• Generates and modifies creative design ideas
• Selects fabric, yarn, fibre and manufacturing techniques for specific end-uses with limited justification
• Analyses the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries

Band 3
• Shows a basic understanding of the properties, performance, design, and production of textiles and the development of new textile technologies
• Displays sound design and technological skills in the development and production of the Major Textiles Project.
• Communicates information and ideas in simple diagrammatical and written forms.
• Generates and modifies design ideas in a basic way
• Selects fabric, fibre and manufacturing techniques for specific end-uses
• Explains the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries

Band 2
• Recalls elementary textile concepts and processes
• Displays limited design and technological skills in the development and production of the Major Textiles Project
• Communicates ideas and information using simple textile terminology and diagrams
• Generates design ideas in an elementary way
• Uses a limited selection of fabrics, fibres and manufacturing techniques
• Describes the historical, cultural and contemporary influences on the Australian textile, clothing, footwear and allied industries

Band 1
### 2 UNIT VISUAL ARTS
#### HSC COURSE

**Assessment Schedule 2014/2015**

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<th>Assessment Task Four</th>
<th>Assessment Task Five</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Term 1, 2015 Weeks 9-10</td>
<td>Term 2, 2015 Week 2</td>
<td>Term 3, 2015 Weeks 2-4</td>
<td>Term 3, 2015 MADD Night</td>
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<tr>
<td></td>
<td></td>
<td>a. As per Exam period.</td>
<td>30/4/15 Hand in at the end of Period 1</td>
<td>As per Exam period</td>
<td>12/8/15 All work to be handed in before Recess</td>
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<td></td>
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<td>b. Monday 23/2/15 Period 1. Week 5</td>
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<td>Progress Marking of the VAPD and Critical Writing</td>
<td>Progress Marking of Body of Work</td>
<td>Trial HSC Exam</td>
<td>MADD Night Completed Body of Work Marking</td>
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<td>a. Half Yearly Exam</td>
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<td>b. VAPD</td>
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<td>Hand In</td>
<td>Hand In</td>
<td>Hand In</td>
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<td>Art Making</td>
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<td>10%</td>
<td>VAPD 5%</td>
<td>B.O.W.15%</td>
<td>B of W 20%</td>
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<tr>
<td>Art Critical and Historical Study</td>
<td>50%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>TOTALS</td>
<td>100%</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
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<td>20%</td>
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<td>Outcomes Assessed:</td>
<td>H1, H2, H3, H4, H5, H6 H7, H8, H9, H10</td>
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<td></td>
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<td>H7, H8, H9, H10</td>
<td>H1, H2, H3, H4, H5, H6</td>
<td>H7, H8, H9, H10</td>
<td>H1, H2, H3, H4, H5, H6</td>
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</tr>
</tbody>
</table>

**Outcomes Assessed:**
- H1, H2, H3, H4, H5, H6
- H7, H8, H9, H10
PERFORMANCE BAND DESCRIPTIONS

VISUAL ARTS

The typical performance in this band demonstrates:

Band 6
• A highly developed understanding of practice and a sustained reflective engagement informed by a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually
• An authoritative understanding of the Art world acknowledging the complex and subtle relations among the artist, artwork, world and audience
• A sophisticated understanding of how different interpretive frameworks can be employed to represent a point of view
• A sophisticated understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of the work
• A highly developed understanding of how meaning is sustained at a number of levels through engagement with practice, artworld agencies and interpretive frameworks
• Resolution, coherence, completeness which is outstanding, innovative and cutting edge

Band 5
• A well developed understanding of practice and a sustained engagement involving a knowledge of possibilities, conventions, processes and ways to proceed both practically and conceptually
• An accomplished understanding of the Art world involving relations among the artist, artwork, world, and audience
• An accomplished understanding of how different interpretive frameworks can be employed to represent a point of view
• A well developed understanding of how ideas and interests may be represented involving a synthesis of the interpretation of content/subject matter and the form of the work
• An accomplished understanding of how meaning is sustained at a number of levels that involve practice, artwork agencies and interpretive frameworks
• Resolution, coherence, completeness which is accomplished

Band 4
• A good understanding of conventions, processes and possibilities of practice
• A sound understanding of the Art world and relations among the artist, artwork, world and audience
• A good understanding that interpretive frameworks inform a point of view
• A sound understanding of representation by attempting some synthesis and interpretation of the content/subject matter and the form of the work
• A good understanding that meaning can be sustained at a number of levels by makers, audiences and artworks
• Consideration of the need to adapt, refine and select ideas and approaches employed to achieve resolution
• Resolution, cohesion, completeness which is sound

Band 3
• Some understanding of conventions, processes and possibilities available to them yet demonstrates a limited engagement
• A basic knowledge of the Art world understood and described as artist, artwork, world and audience
• A foundational understanding of how different points of view may be possible but has difficulty presenting their own point of view
• A basic understanding of representational issues by attempting to select and organise the subject matter/content and form of the work
• Some basic awareness that different meanings are possible in the visual arts
• A foundational understanding of ideas and approaches to achieve resolution

Band 2
• Some understanding of conventions, processes and possibilities of practice
• A simple understanding of the Art world involving some knowledge of a few artists and artworks
• Some understanding that points of view are possible and may differ from their own
• A limited understanding of how ideas and subject matter and materials can be represented
• A belief that meaning is self-evident or apparent in their own and others' work
• A limited selection of ideas and approaches to achieve resolution

Band 1
INFORMATION REGARDING ILLNESS/MISADVENTURE

AND EXTENSION REQUESTS

Assessments are important tools that are used to establish the knowledge and skills that have been attained by a student in a particular area of study. They are used to provide information for reporting and as such need to be administered in a way that is fair and equitable. For this reason there are requirements which need to be met and any variation to standard procedure needs to be fully explained and documented.

It is possible that illness and/or misadventure (unforeseen problematic circumstances) can affect you during the time you are given to do an assessment task or, in the case of a test, in your preparation time or during the test itself. Illness and/or misadventure can disadvantage you and appeals and extensions can be lodged to compensate in such circumstances. However, it must be stated that an extension may not necessarily be granted nor an appeal necessarily upheld.

For your appeal or extension to be considered, you need to provide the following as appropriate:

1. All applications should have a letter from one of your parents attached explaining your situation and outlining how you have been disadvantaged because of the circumstances concerned. The date the task was given to you so as to indicate how long you have had to do the task. In the case of a test type of task, this would be the date you were given notification of the test so as to indicate how long you have had to prepare for it.

2. In the case of illness, you should include a medical certificate indicating how the illness has affected you. Please ask your doctor to indicate on your certificate the extent to which your illness has caused your inability to reasonably work on your school studies. E.g. has your illness kept you bedridden and completely unable to work for a certain number of days? Please be specific as the details provided will be used in considering your request.

   It is important to give an indication of how long your illness or misadventure has affected you. This gives an indication as to the length of an extension that you may receive.

3. In cases of misadventure, you should include a statement from someone who can testify as to the misadventure. The statement should include the dates of any incidents and a description of how the circumstances have affected you, that is, the way in which, and the extent to which, they have stopped you from working properly.

4. All applications should have a letter from one of your parents attached explaining your situation and outlining how you have been disadvantaged because of the circumstances concerned.

The College has an automatic procedure in place to send warning letters when a task is not submitted on the due date. Such a letter should be ignored if your request for an extension is granted or your appeal upheld.

Please submit all extension or appeal applications on the form provided to the Co-ordinator of the subject concerned.
EXTENSION/APPEAL FORM – ILLNESS/MISADVENTURE
SCHOOL ASSESSMENT TASK - YEARS 9-12

Please read the accompanying information page before completing this form. When complete, please submit this form to the Coordinator of the subject concerned who will hand to Head of Secondary.

This form is to be used when requesting an extension for an assessment task or when illness/misadventure has affected your performance in an assessment task. If illness/misadventure has affected you immediately prior to an assessment you may also appeal concerning this (this period is generally regarded as 2 weeks before written exams and a little longer than 2 weeks before practical/performance exams).

NAME: ____________________________________________________________

YEAR: _______________

Date of Appeal Application: ____________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tasks</th>
<th>Date task issued or notified</th>
<th>Date for task to be done or submitted</th>
<th>Did you attend/submit the task</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Reason for the Appeal:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Is a Doctor’s Certificate attached? □ Yes □ No
Is a Parent Note attached? □ Yes □ No

If the appeal/extension is upheld, (i) for test type tasks you will either redo the task, be given a substitute task or, if these are not feasible, you will be given an estimate; (ii) for assignment type tasks, you may be given an extension or substitute task or, if these are not feasible, you will be given an estimate.

Co-ordinator Recommendation:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Date: ____________________

Co-ordinator: ____________________ Date: ____________________

Head of Secondary School Decision: (including new date for extension/outcome of appeal)
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Date: ____________________
GUIDELINES REGARDING MISSING AN ASSESSMENT TASK

Students in Years 10, 11 and 12

The onus is on the student to follow the policy outlined in this document in order to receive special consideration for variations to the normal procedures.

If an Assessment Task is planned for a date which coincides with another activity (school based or private), that the student would like to attend (eg. State Debating Competition), the student should apply (see reverse side of this form) to the Co-ordinator of the subject concerned.

The application will be considered and a decision will be made as to:

1. Whether the absence will be considered valid in terms of missing the task
2. What alternate arrangements will be made regarding the task if considered to be valid

Applications should be handed in beforehand, where possible. In this case, however, appeals can be lodged after the event and such requests will be considered.

When a student in Years 10, 11 or 12 has an Assessment Task which is an essay or assignment type of task, it should be submitted with a cover sheet before school on the day it is due. If the task is completed but it is a problem to submit the task by the required date, the form about special arrangements for submitting the task should be used.
APPLICATION TO MISS AN ASSESSMENT TASK
(Exam, Practical, Performance or Fieldwork)

This form is to be used if you have an Assessment Task that is a Test or Exam type of task that is set for an upcoming date and you will not be able to be at school on that date. If more than one task is to be missed, please use one form per task. After filling in this form, hand it to the Co-Ordinator of the subject concerned.

NAME: ____________________________________________ YEAR: ______

SUBJECT: ____________________________________________

ASSESSMENT TASK TITLE: ____________________________________________

TYPE OF TASK: ____________________________________________ DATE OF TASK: ______________

Please consider my application to miss the Assessment Task listed above. My reason(s) to miss the task is:

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

Student’s Signature: ___________________________ Date: ______________

Parent’s Signature: ___________________________ Date: ______________

If the Head of Secondary School deems the student to have a valid reason to miss the task, alternative arrangements for the student will be made. The Co-ordinator/Subject teacher’s recommendations for alternative arrangements are:

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

Co-ordinator/Subject Teacher: ___________________________ Date: ______________

If the Head of Secondary School does not deem the student to have a valid reason, the student will receive a zero mark if he/she is absent from the task.

HEAD OF SECONDARY SCHOOL’S DECISION:

________________________________________________________________________________________________

________________________________________________________________________________________________

________________________________________________________________________________________________

Head of Secondary School’s Signature: ___________________________ Date: ______________

Original of this Form to be sent back to student and copy to be added to Student File
GUIDELINES REGARDING SPECIAL ARRANGEMENTS
FOR SUBMITTING AN ASSESSMENT TASK

Students in Years 10, 11 and 12

When a student in Years 10, 11 or 12 has an Assessment Task which is an essay or assignment type of task, it should be submitted with a cover sheet before school on the day it is due.

If an excursion is to be held on the day it is due and the excursion leaves from school after school has begun, the task should still be handed in before school begins. If the excursion leaves the school before normal school starting time at a time too early to hand the task in (e.g. 6.30am departure from school), the student has 2 options open to him/her:

1. He/she may submit the work on any school day before the due date, eg. the afternoon on the day before the due date.

2. He/she should see the Co-ordinator for the subject concerned with a written application (see reverse side of this form) asking for an alternate arrangement. A typical alternative arrangement would be that the Co-ordinator would contact the teacher running the excursion and arrange for the task to be collected from the student by the teacher running the excursion before the normal school starting time. The Co-ordinator will decide at his/her discretion what the arrangements will be regarding the student’s submission of the task.

The onus is on the student to follow the policy outlined in this document in order to receive special consideration for variations to the normal procedures.

Application must be made before the day otherwise the task may be considered late.
APPLICATION REQUESTING SPECIAL ARRANGEMENTS FOR SUBMITTING AN ASSESSMENT TASK

This form is to be used for a student who cannot hand in an Assessment Task at the College Office before school on the day it is due. Alternate arrangements can be made for such a student if the reason is considered valid such as where the student is to attend a school excursion that leaves early in the morning on the due date. This application should be submitted BEFORE the due date of the Assessment Task so that a variation in the submission arrangements can be organised. Note that this is not an application for an extension.

When completed hand this form to the Co-ordinator of the subject concerned.

NAME: ___________________________________________________________________________ YEAR:________

SUBJECT: __________________________________________________________________________

ASSESSMENT TASK TITLE: ____________________________________________________________________

DUE DATE: __________________________________________

TO THE CO-ORDINATOR OF THE SUBJECT CONCERNED:

I will be unable to hand in the Assessment Task listed above before school on the due date because:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Please let me know what alternate arrangements I should follow to submit the Assessment Task.

Student’s Signature: _______________________________ Date: __________

Parent’s Signature: _______________________________ Date: __________

ALTERNATE ARRANGEMENTS FOR SUBMITTING ASSESSMENT TASK

Alternate arrangements for submitting the above mentioned task will be:

____________________________________________________________________________________

____________________________________________________________________________________

Co-ordinator’s Signature: _______________________________ Date: __________

Head of Secondary School’s Decision:

____________________________________________________________________________________

____________________________________________________________________________________

Head of Secondary School’s Signature: _______________________________ Date: __________

Original of this Form to be sent back to student and copy to be added to Student File
A GLOSSARY OF KEY WORDS

Syllabus Outcomes, Objectives, Performance Bands and Examination Questions have key words that state what students are expected to be able to do. A Glossary of Key Words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and Assessment Tasks.

<table>
<thead>
<tr>
<th>Account</th>
<th>Account for: State reasons for, report on. Give an account of. Narrate a series of events or transactions</th>
<th>Evaluate</th>
<th>Make a judgement based on criteria; determine the value of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertain/determine from given facts, figures or information</td>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Construct</td>
<td>Make, build, put together items or arguments</td>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Critically (analysis/evaluate)</td>
<td>Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)</td>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate as being distinct or different from; to note differences between</td>
<td></td>
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</tr>
</tbody>
</table>
# ASSESSMENT TASK CALENDAR - HSC COURSES - TERM 4, 2014

<table>
<thead>
<tr>
<th>TERM 4</th>
<th>DAY</th>
<th>DATE</th>
<th>Assessment Tasks</th>
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<tr>
<td>Week 5</td>
<td>BLUE</td>
<td>M 3-Nov-14</td>
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<td></td>
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<td>W 5-Nov-14</td>
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<tr>
<td></td>
<td></td>
<td>TH 6-Nov-14</td>
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<tr>
<td></td>
<td></td>
<td>F 7-Nov-14</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>RED</td>
<td>M 10-Nov-14</td>
<td>Physics Assessment Task 1 P.2</td>
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<tr>
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<td></td>
<td>T 11-Nov-14</td>
<td>Senior Science Assessment Task 1 P.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W 12-Nov-14</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>TH 13-Nov-14</td>
<td></td>
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<td></td>
<td>F 14-Nov-14</td>
<td>Maths General Assessment Task 1 P.1 / 2U Maths Assessment Task 1 P.1</td>
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<tr>
<td>Week 7</td>
<td>BLUE</td>
<td>M 17-Nov-14</td>
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<td></td>
<td>T 18-Nov-14</td>
<td>SOR Assessment Task 1 P.2</td>
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<tr>
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<td>W 19-Nov-14</td>
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<tr>
<td></td>
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<td>TH 20-Nov-14</td>
<td>SDD Assessment Task 1 P.2 / Modern History Assessment Task 1 P.1</td>
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<td>F 21-Nov-14</td>
<td>Visual Arts Assessment Task 1 P.1 / Photography Assessment Task 1</td>
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<tr>
<td>Week 8</td>
<td>RED</td>
<td>M 24-Nov-14</td>
<td>This week - Maths Ext 2 Assessment Task 1</td>
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<tr>
<td></td>
<td></td>
<td>T 25-Nov-14</td>
<td>Maths Ext. 1 Assessment Task 1 P.4 / Chemistry Assessment Task 1 P.1</td>
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<td>W 26-Nov-14</td>
<td>Legal Studies Assessment Task 1 P.2</td>
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<td>TH 27-Nov-14</td>
<td>Industrial Tech. Assessment Task 1 / Drama Assessment Task 1 P.4</td>
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<td></td>
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<td>F 28-Nov-14</td>
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<tr>
<td>Week 9</td>
<td>BLUE</td>
<td>M 1-Dec-14</td>
<td>Japanese Assessment Task 1 P.4 / Business Studies Assessment Task 1 P.1</td>
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<td></td>
<td>T 2-Dec-14</td>
<td>English Adv. Assessment Task 1 P.1 / English Sta. Assessment Task 1 P.1</td>
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<tr>
<td></td>
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<td>W 3-Dec-14</td>
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<td></td>
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<td>TH 4-Dec-14</td>
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<tr>
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<td>F 5-Dec-14</td>
<td>Music Assessment Task 1</td>
</tr>
<tr>
<td>Week 10</td>
<td>RED</td>
<td>M 8-Dec-14</td>
<td>Textiles &amp; Design Assessment Task 1 P.2 / Society &amp; Culture Assessment Task 1 P.2</td>
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<td>T 9-Dec-14</td>
<td>Ancient History Assessment Task 1 P.3 / CAFS Assessment Task 1</td>
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<td>W 10-Dec-14</td>
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<td></td>
<td></td>
<td>TH 11-Dec-14</td>
<td>Last Day Term 4</td>
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<tr>
<td></td>
<td></td>
<td>F 12-Dec-14</td>
<td>Holidays</td>
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</table>
## YEAR 12 ASSESSMENT PLANNER 2015

| Name: ___________________________________________________________ |

### TERM 1 - 2015

<table>
<thead>
<tr>
<th>Week 1 31 January</th>
<th>Week 2 2 Feb</th>
<th>Week 3 9 Feb</th>
<th>Week 4 16 Feb</th>
<th>Week 5 23 Feb</th>
<th>Week 6 2 March</th>
<th>Week 7 9 March</th>
<th>Week 8 16 March</th>
<th>Week 9 23 March</th>
<th>Week 10 30 March</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Australia Day Holiday</td>
<td>Assessment/Exams</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>First Day for Year 12</td>
<td>Assessment/Exams</td>
<td></td>
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</tr>
<tr>
<td>Wednesday</td>
<td>First Day for Year 12</td>
<td>Assessment/Exams</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Assessment/Exams</td>
<td>Last Day of Term 1</td>
<td></td>
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<tr>
<td>Friday</td>
<td>Assessment/Exams</td>
<td>Good Friday</td>
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### TERM 2 - 2015

<table>
<thead>
<tr>
<th>Week 1 20 April</th>
<th>Week 2 27 April</th>
<th>Week 3 4 May</th>
<th>Week 4 11 May</th>
<th>Week 5 18 May</th>
<th>Week 6 25 May</th>
<th>Week 7 1 June</th>
<th>Week 8 8 June</th>
<th>Week 9 15 June</th>
<th>Week 10 22 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Queen's Birthday Holiday</td>
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<tr>
<td>Tuesday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
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<tr>
<td>Wednesday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
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<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Trial HSC</td>
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</tr>
<tr>
<td>Friday</td>
<td>Trial HSC</td>
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### TERM 3 - 2015

<table>
<thead>
<tr>
<th>Week 1 20 July</th>
<th>Week 2 27 July</th>
<th>Week 3 3 August</th>
<th>Week 4 10 August</th>
<th>Week 5 17 August</th>
<th>Week 6 24 August</th>
<th>Week 7 31 August</th>
<th>Week 8 7 Sept.</th>
<th>Week 9 14 Sept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td>Year 12 Final Chapel 8oc</td>
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<tr>
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<td>Trial HSC</td>
<td>Trial HSC</td>
<td>Year 12 Farewell 8oc</td>
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<tr>
<td>Friday</td>
<td>Trial HSC</td>
<td>Trial HSC</td>
<td>Last Day of Term 3</td>
<td></td>
<td></td>
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