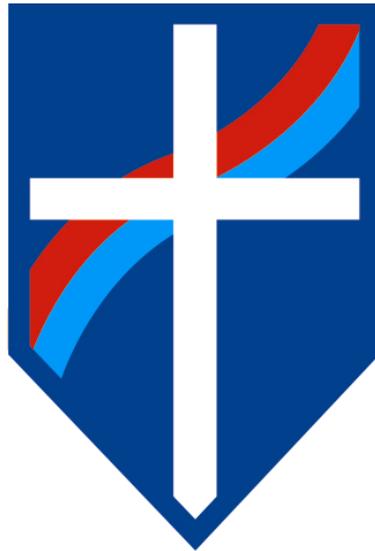


Border Christian College



**Preliminary and HSC
Assessment Handbook
2018**

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Assessment Policies and Information

Internal Assessment

General information

- For most courses, 50% of a student's HSC mark is based on their performance in school assessment tasks.
- Depending on the subject, students should expect to have 3-5 HSC assessment tasks throughout the duration of the course.
- Students have the right to expect no more than 2 major assessment tasks per week, with the exception of examination periods.

Notification of Tasks

- Each year, students will be provided with a schedule outlining the weightings and due dates of their major assessment tasks.
- In addition to the general schedule, teachers are required to give students written notification 2 school weeks before the assessment date. This notification must include:
 - the weighting of the task,
 - the due date,
 - a description of the task requirements
 - the outcomes assessed in the task
 - marking guidelines

Illness/ Misadventure Appeals and Extension Requests

- NESAs requires students who are unable to complete major assessment tasks by the scheduled due date to submit an illness/ misadventure appeal in writing to their school. An example of an illness misadventure appeal form for internal assessments is included in this booklet.
- Illness/ misadventure applies only to unforeseen events occurring prior to or during an assessment task, which students believe diminished their performance or prevented them from completing the task. **Students must submit appeals prior to, or within one week of their assessment due date.**

Non-completion of Assessment Tasks

- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark will be recorded for that task.
- When a student fails to complete 25% or more (according to weighting) of assessment tasks for a course they will be issued in writing with an 'N' warning. The student and their parent/ guardian will be required to return a written acknowledgement of the 'N' warning to the school.
- Students must complete missed tasks in order to avoid a 'N' determination for that task, however such tasks will not be graded or contribute to the overall assessment mark for that subject.
- In the case of a student failing to complete 50% (according to weighting) of the course assessment tasks they and their parent/ guardian will be advised in writing, by the principal of an 'N' determination for that course.



- An 'N' determination indicates that the student has not satisfactorily met the requirements of the course and that course will not be included on their HSC record of achievement.

Student Responsibilities

Each student is expected to apply him/herself with diligence and sustained effort to all set assessment tasks and the other experiences provided in the course by the teacher. This includes:

- completing all course requirements as defined by the teacher.
- familiarising themselves with the published assessment procedures.
- performing or submitting the tasks, that are part of the assessment schedule, at the times required. Out-of-class tasks will be handed in before period 1 on the day due.
- completing an illness/misadventure form and applying for an alternative task if legitimately unable to be present for, or adversely affected during an assessment task.
- satisfying themselves that proper procedures of marking have been used for each task; at the time the task is returned.
- Submitting only original work, with appropriate referencing used to acknowledge any sources.

Plagiarism and Ethical Scholarship

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, dishonest, unfair to others and it could jeopardise your results.

Plagiarism occurs when the work of another person, is used and presented as your own, without the source of each quotation or piece of borrowed material being acknowledged with an appropriate reference. Plagiarism can include any of the following:

- copying out part(s) of any document or audio-visual material (including digital material)
- using another person's ideas or conclusions without referencing them
- summarising another person's work without referencing them
- submitting an assignment which is substantially similar or the same to another student's.

All HSC students must complete the *All My Own Work* program provided by NESA. This is a requirement of your enrolment in any HSC course and can be accessed at: <http://amow.boardofstudies.nsw.edu.au/> or via NESA home page.



Referencing Guidelines

Any written assignment should meet the following criteria:

Cover Sheet

Your assignment should have a cover sheet that includes the following information:

Name:
Subject:
Teacher:
Due Date:
Word Count:
Assignment Title

Body of the Assignment

The body of your assignments should always be typed (in either Times New Roman or Arial font size 12), and either 1.5 or double line spaced.

Using Ideas

Any time you are using ideas from another source, you need to reference them. When you have used the ideas for a particular paragraph from another source, you need to add a footnote and reference that source (no quotation marks required). In your footnote you should include:

For a book:

Author's Initial. Author's surname. *Book Title*. City of publication: Publisher, Year. Page number.

Eg: B. Ashcroft. *Postcolonial Studies: the key concepts*. London: Routledge, 2000. 1.

For a website:

Author's Initial. Author's surname. *Article title*. URL. Date of viewing.

Eg: M.T. Rigby. *Tutankhamun*. <http://homepage.powerup.com.au/~ancient/tut1.htm>. 16/04 2012.

Using Quotes

Any time you directly quote another source you need to either place the quote in quotation marks (if it is less than three lines in length) or indent the quote and single space it (if it is longer than three lines in length). Quotes also follow the above rules for footnoting.

Bibliography/ Reference List

Your bibliography should have the same information as your footnotes except that the author's surname comes first, you use their full name instead of their initial and you do not need any page numbers on the end. The list needs to be in alphabetical order.

Example:

Ashcroft, Bill. *Postcolonial Studies: the key concepts*. London; New York : Routledge, 2000.

Curthoys, N. *Future directions for rhetoric – invention and ethos*.
www.lib.latrobe.edu.au . 12/08 2008.

Gandhi, Leela.

Postcolonial Theory: a critical introduction. St Leonards, NSW: Allen & Unwin, 1998.

Hammond, Wayne G & Scull, Christina. *The Lord of the Rings – A Reader's Companion*. London: HarperCollins, 2005.

Harrison,

Nicholas. *Postcolonial criticism: history, theory and the work of fiction*. Cambridge: Blackwell Publishers, 2003.

Assessment Cover Sheet

Name:	_____
Subject:	_____
Teacher:	_____
Due Date:	_____
Word Count:	_____
Assessment Title:	_____

- ✓ I confirm that while I may have had assistance in formulating ideas, this assessment is all my own work.
- ✓ I understand that my assessment may be checked for plagiarism, and that penalties will be applied if I have plagiarised.
- ✓ I have used the Border Christian College referencing guidelines to give credit to the words and ideas of others.
- ✓ I have not submitted this assessment for any other subject.

Signature: _____ **Date:** _____

Illness /Misadventure & Extension Request Form

Student name: _____	Date Today: _____
Subject: _____	Due Date of Task: _____
Teacher: _____	

Task Requiring Consideration: _____	Task Number: <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>
Has the request been discussed with your teacher?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Details/ reasons for request:	

Medical Certificate Attached?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Student signature: _____	
Parent/ Guardian's signature: _____	

Teacher's decision: _____	Teacher's signature: _____
	Date: _____

Ancient History

2 Units

Outcomes to be assessed:

Preliminary Course	HSC Course
<p><i>A Student:</i></p> <p>P1.1 describe and explain the contribution of key people, groups, events, institutions, societies and sites within the historical context</p> <p>P2.1 identify historical factors and explain their significance in contributing to change and continuity in the ancient world</p> <p>P3.1 locate, select and organise relevant information from a variety of sources</p> <p>P3.2 identify relevant problems of sources in reconstructing the past</p> <p>P3.3 comprehend sources and analyse them for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 discuss issues relating to ownership and custodianship of the past</p> <p>P3.6 plan and present the findings of historical investigations analysing and synthesising information from a range of sources.</p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms</p>	<p><i>A Student:</i></p> <p>H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within their historical context</p> <p>H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world</p> <p>H3.1 locate, select and organise relevant information from a variety of sources discuss relevant problems of sources for reconstructing the past</p> <p>H3.2 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.3 explain and evaluate differing perspectives and interpretations of the past analyse issues relating to ownership and custodianship of the past</p> <p>H3.4 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources</p> <p>H3.5 use historical terms and concepts appropriately</p> <p>H3.6 communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.</p> <p>H4.1 use historical terms and concepts</p> <p>H4.2 appropriately communicate a knowledge and understanding of historical features and issues using appropriate oral and written forms.</p>

Ancient History Assessment Schedule Preliminary

Component	Task 1	Task 2	Task 3	Weightings
	Part I: (a) Investigating the Past	Part II: Studies of Ancient Societies, Sites and Sources	Part III: Historical investigation	
	Ancient Remains Biography	Source based research essay	Oral Presentation and Research Report	
	23 rd February 2018	23 th March 2018	4 th May 2018	
	P3.1, P3.2, P3.3, P3.5	P1.1, P2.1, P3.1, P3.2, P3.3, P3.6	P1.1, P3.1, P3.5, P3.6, P4.2	
Knowledge and understanding of course content	10	15	15	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	15	5	5	25
Historical inquiry and research	5	5	5	15
Communication of historical understanding in appropriate forms		5	15	20
Assessment Weighting	30%	30%	40%	100

Ancient History Assessment Schedule HSC

Component	Task 1 Part I: Core Study Pompeii & Herculaneum	Task 2 Part II: Ancient Societies – Sparta	Task 3 Part III: Personalities and their time – Pericles	Task 4 Part IV: Historical Periods – The Greek World 500- 440 BCE	Task 5 Trial Exam	Weighting
Knowledge and understanding of course content	Source Based Test 8th June 2018 H1.2, H2.1, H3.1, H3.2, 3.4, 3.5, H4.2	Timeline with Source Annotation 29^h June 2018 H1.1, H3.1, H3.2, H3.6, H4.2	Oral Presentation 20th August 2018 H3.1, H3.3, H3.4, H3.6, H4.2	Essay 11th September 2018 H1.1, H2.1, H3.1, H3.2, H3.3, H3.6	TBA H1.1, H2.1, H3.1, H3.3, H3.4, H4.1, H4.2	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	5	5	5	5	5	20
Historical inquiry and research		5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5		20
Assessment Weighting	20%	20%	20%	20%	20%	100

Modern History

2 Units

Outcomes to be assessed:

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<p>A Student develops knowledge and understanding of</p> <p>1. Key features, issues, individuals and events from the late eighteenth century to the present</p> <p>2. Change and continuity over time</p> <p>3. Undertake the process of historical inquiry</p> <p>4. Communicate an understanding of history</p>	<p>A Student develops the skills to</p> <p>P1.1 describe the role of key individuals, groups and events of selected studies from the eighteenth century to the present</p> <p>P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present</p> <p>P2.1 identify forces and ideas and explain their significance in contributing to change and continuity from the eighteenth century to the present</p> <p>P3.1 ask relevant historical questions</p> <p>P3.2 locate, select and organise relevant information from different types of sources</p> <p>P3.3 comprehend and analyse sources for their usefulness and reliability</p> <p>P3.4 identify and account for differing perspectives and interpretations of the past</p> <p>P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>P4.1 use historical terms and concepts appropriately</p> <p>P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>	<p>A Student develops the skills to</p> <p>H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth- century studies</p> <p>H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies</p> <p>H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century</p> <p>H3.1 ask relevant historical questions</p> <p>H3.2 locate, select and organise relevant information from different types of sources</p> <p>H3.3 analyse and evaluate sources for their usefulness and reliability</p> <p>H3.4 explain and evaluate differing perspectives and interpretations of the past</p> <p>H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources</p> <p>H4.1 use historical terms and concepts appropriately</p> <p>H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms</p>

Modern History Assessment Schedule Preliminary

Component	Task 1	Task 2	Task 3	Task 4	Weightings
	Part I: Case Study – The Decline and Fall of the Romanov Dynasty Source-based Class Test.	Part I: Case Study – Meiji Restoration : Nature and Impact Research Essay	Part II: Historical investigation Oral Presentation and Research Report	Part III – Core Study The World at the Beginning of the 20th Century Final Exam	
	Week 3 T1	Week 5 T1	Week 1 T2	Term 2	
	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5	P1.1, P2.1, P3.2, P3.5, P4.2	P1.1, P2.1, P3.1, P3.2, P3.3, P3.6	P1.1, P1.2, P2.1, P3.3, P3.4, P4.1, P4.2	
Knowledge and understanding of course content	5	10		15	30
Source-based skills:	15		5	5	25
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	10	5	25
Assessment Weighting	25%	25%	25%	25%	100

Modern History Assessment Schedule HSC

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weightings
	Part I: Core Study - WWI 1914-1918 Source Analysis Assignment	Part II: National Study – Russia and the Soviet Union In-Class Essay	Part III: Personalities in the 20th Century – Leon Trotsky Oral Presentation	Part IV: International Study – The Cold War 1945-1991 Annotated Timeline	Part I-IV Trial HSC Examination	
	Term 2	Term 2	Term 3	Term 3	Term 3	
	H1.1, H1.2, H3.3, H3.4, H4.1	H1.2, H2.1, H3.1, H3.2, H4.2	H1.1, H2.1, H3.1, H3.2, H3.4, H3.5, H4.2	H1.1, H3.1, H3.2, H3.4, H3.5, H4.2	H1.2, H3.1, H3.2, H3.5, H4.2	
Knowledge and understanding of course content	10	5	5	5	15	40
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	5	5	5		5	20
Historical inquiry and research		5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5		20
Assessment Weighting	20%	20%	20%	20%	20%	100

Biology

2 Units

Outcomes to be assessed:

Preliminary Course	HSC Course
<i>A student:</i>	<i>A student:</i>
P1 outlines the historical development of major biological principles, concepts and ideas	H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
P2 applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations in biology	H2 analyses the ways in which models, theories and laws in biology have been tested and validated
P3 assesses the impact of particular technological advances on understanding in biology	H3 assesses the impact of particular advances in biology on the development of technologies
P4 describes applications of biology which affect society or the environment	H4 assesses the impacts of applications of biology on society and the environment
P5 describes the scientific principles employed in particular areas of biological research	H5 identifies possible future directions of biological research
P6 explains how cell ultrastructure and the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms	H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
P7 describes the range of organisms in terms of specialisation for a habitat	H7 analyses the impact of natural and human processes on biodiversity
P8 analyses the interrelationships of organisms within the ecosystem	H8 evaluates the impact of human activity on the interactions of organisms and their environment
P9 explains how processes of reproduction ensure continuity of species	H9 describes the mechanisms of inheritance in molecular terms
P10 identifies and describes the evidence for evolution	H10 describes the mechanisms of evolution and assesses the impact of human activity on evolution
P11 identifies and implements improvements to investigation plans	H11 justifies the appropriateness of a particular investigation plan



P12 discusses the validity and reliability of data gathered from first-hand investigations and secondary sources

P13 identifies appropriate terminology and reporting styles to communicate information and understanding in biology

P14 draws valid conclusions from gathered data and information

P15 implements strategies to work effectively as an individual or as a team member

P16 demonstrates positive values about and attitudes towards both the living and non- living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

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

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

H14 assesses the validity of conclusions from gathered data and information

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

H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Biology – Preliminary Assessment Schedule

Outcomes	Components	Weightings	Task 1	Task 2	Task 3	Task 4
			Date: Term 1	Date: Term 1	Date: Term 1	Date: Term 2
			Field study practical booklet	Cell Model investigation	Life on Earth Chapter Test	Evolution and Australian Biota Flora Information Booklet
			P2, P5, P7, P8, P11, P12, P13, P14, P15, P16	P1, P3, P5 P6, P9, P11, P12 P13, P14, P15, P16	P1, P2, P4, P6 P7, P8, P9, P10, P14	P3, P4, P7, P9, P10, P13, P16
P1 – P15	Knowledge and understanding	40		15	20	5
P14, P15	Problem Solving and Scientific thinking	15	5	5		5
P12, P11, P15	Planning and Conducting Investigations	15	5	5		5
P13, P15	Communicating information, understanding & conclusions based on problem solving and investigations	30	20			10
Marks		100%	30	25	20	25

Biology – HSC Assessment Schedule

Outcomes	Components	Weighting %	Task 1	Task 2	Task 4	Task 5
			Date: Term 2 Due Wk 6	Date: Term 3 Due Wk 2	Date: Term 3 Due Wk 8	Date: Term 3 Wk 10
			Maintaining the Balance – Open Ended Investigation H1, H2, H6, H11, H12, H13, H14, H15	Blueprint of Life – Secondary Sources Investigation H1, H2, H3, H4, H5, H7, H9, H10, H13, H16	Communication Planning and Performing a Practical Task and Report – Dissection of a Bullock Eye H1, H6, H11, H12, H13, H14, H15	HSC Trial Exam H1- H16
H1 – H15	Knowledge and understanding	40	10	10		20
H14, H15	Problem Solving and Scientific thinking	15		10		5
H12, H11, H15	Planning and Conducting Investigations	15	10		5	
H13, H15	Communicating information, understanding & conclusions based on problem solving and investigations	30	10	5	10	5
Marks		100%	30	25	15	30

Industrial Technology

2 Units

Outcomes to be assessed:

Preliminary Course	HSC Course
<i>A student:</i>	<i>A student:</i>
P1.1 describes the organisation and management of an individual business within the focus area industry	H1.1 investigates industry through the study of businesses in one focus area
P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies	H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques	H1.3 identifies important historical developments in the focus area industry
P2.2 works effectively in team situations	H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
P3.1 sketches, produces and interprets drawings in the production of projects	H3.1 demonstrates skills in sketching, producing and interpreting drawings
P3.2 applies research and problem-solving skills	H3.2 selects and applies appropriate research and problem-solving skills
P3.3 demonstrates appropriate design principles in the production of projects	H3.3 applies and justifies design principles through the production of a Major Project
P4.1 demonstrates a range of practical skills in the production of projects	H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
P4.2 demonstrates competency in using relevant equipment, machinery and processes	H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects	H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
P5.1 uses communication and information processing skills	H5.1 selects and uses communication and information processing skills
P5.2 uses appropriate documentation techniques related to the management of projects	H5.2 examines and applies appropriate documentation techniques to project management
P6.1 identifies the characteristics of quality manufactured products	H6.1 evaluates the characteristics of quality manufactured products
P6.2 identifies and explains the principles of quality and quality control	H6.2 applies the principles of quality and quality control
P7.1 identifies the impact of one related industry on the social and physical environment	H7.1 explains the impact of the focus area industry on the social and physical environment
P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment	H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Industrial Technology – HSC Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
			Term 2	Term 3	Term 3	Term 3	Term 3
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Studies	Studies	Major Project	Folio	HSC Trial Exam
H1.1, H1.2, H2.1, H2.2, H3.1, H4.3, H7.2	Industry Study	15%	5%	5%			5%
H1.2, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	Production	60%			40%	20%	
H1.2, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	Industry Related Manufacturing Technology	25%	10%	10%			5%
	Marks	100%	15%	15%	40%	20%	10%

Mathematics

2 Units

Outcomes to be assessed:

Preliminary Course	HSC Course
<i>A student:</i>	<i>A student:</i>
P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems	H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
P2 provides reasoning to support conclusions which are appropriate to the context	H2 constructs arguments to prove and justify results
P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities	H3 manipulates algebraic expressions involving logarithmic and exponential functions
P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques	H4 expresses practical problems in mathematical terms based on simple given models
P5 understands the concept of a function and the relationship between a function and its graph	H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
P6 relates the derivative of a function to the slope of its graph	H6 uses the derivative to determine the features of the graph of a function
P7 determines the derivative of a function through routine application of the rules of differentiation	H7 uses the features of a graph to deduce information about the derivative
P8 understands and uses the language and notation of calculus	H8 uses techniques of integration to calculate areas and volumes
	H9 communicates using mathematical language, notation, diagrams and graphs

Mathematics - Preliminary Assessment Schedule

			TASK 1	TASK 2	TASK 3	Task 4
			Term 1	Term 2	Term 3	Term 3
			Week 10	Week 9	Week 4	Week 9
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Basic Arithmetic, Algebra and Equations Assignment	Trigonometry Assignment	Open Book Test	Yearly Exam
P1, P2, P3, P4, P5, P6, P7	A - Knowledge, understanding and skills	50	15	10	15	10
P1, P2, P8	B - Reasoning, interpretative, explanatory & communicative abilities	50	5	15	10	20
	Marks	100	20	25	25	30
Outcomes Assessed by the Task			P3, P4	P2, P3, P4, P5	P2, P5, P6, P7, P8	P2, P3, P4, P5, P6, P7, P8

Mathematics - HSC Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 3 Week 4	Term 1- 3	Term 3 Week 9
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Geometrical Applications of Calculus Assignment	Trigonometry Assignment	Topic Tests	Trial Exam
H1, H3, H4, H5, H6, H7, H8	A - Knowledge, understanding and skills	50	10	10	15	20
H1, H2, H9	B - Reasoning, interpretative, explanatory & communicative abilities	50	5	10	10	20
Marks		100	15	20	25	40
Outcomes Assessed by the Task			H5, H6, H7, H9	H1, H5, H6,H9	H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9

Mathematics General/Standard

2 Units

Outcomes to be assessed:

Preliminary Mathematics STANDARD Outcomes	HSC Mathematics General 2 Outcomes	HSC Mathematics General 1 Outcomes
A student:	A student:	A student:
MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems	MG2H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts	MG1H-1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
MS11-2 represents information in symbolic, graphical and tabular form	MG2H-2 analyses representations of data in order to make inferences, predictions and conclusions	MG1H-2 analyses representations of data in order to make predictions
MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units	MG2H-3 makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions	MG1H-3 makes predictions about everyday situations based on simple mathematical models
MS11-4 performs calculations in relation to two-dimensional figures	MG2H-4 analyses two-dimensional and three-dimensional models to solve practical problems, including those involving spheres and non-right-angled triangles	MG1H-4 analyses simple two-dimensional and three-dimensional models to solve practical problems
MS11-5 models relevant financial situations using appropriate tools	MG2H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the degree of accuracy of measurements and calculations and the conversion to appropriate units	MG1H-5 interprets the results of measurements and calculations and makes judgements about reasonableness, including the conversion to appropriate units

Preliminary Mathematics General Outcomes	HSC Mathematics General 2 Outcomes	HSC Mathematics General 1 Outcomes
A student:	A student:	A student:
<p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multistage events</p> <p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p> <p>MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>	<p>MG2H-6 makes informed decisions about financial situations, including annuities and loan repayments</p> <p>MG2H-7 answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data</p> <p>MG2H-8 solves problems involving counting techniques, multistage events and expectation</p> <p>MG2H-9 chooses and uses appropriate technology to locate and organise information from a range of contexts</p> <p>MG2H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response</p>	<p>MG1H-6 makes informed decisions about financial situations likely to be encountered post-school</p> <p>MG1H-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MG1H-8 solves problems involving uncertainty using basic counting techniques</p> <p>MG1H-9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts</p> <p>MG1H-10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others</p>

Mathematics STANDARD

Preliminary Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 3 Week 1	Term 1-3	Term 3 Week 9
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Financial Mathematics and Algebra Assignment	Statistics Assignment	Topic Tests	Final Exam
MS11-2 MS11-4 MS11-5 MS11-6 MS11-7 MS11-9	Understanding, fluency and communicating	50%	10%	15%	10%	15%
MS11-1 MS11-3 MS11-8 MS11-10	Problem Solving, reasoning & Justification	50%	10%	10%	10%	20%
	Marks	100%	20%	25%	20%	35%
Outcomes Assessed by the Task			MS11-1 MS11-5 MS11-2 MS11-9	MS11-2 MS11-7 MS11-9	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10

Mathematics General 1 HSC Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 3 Week 9
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Measurement Assignment	Algebra and Modelling Assignment	Statistics Assignment	Focus Study FSHu Assignment
MG1H-3, MG1H-4, MG2H-7, MG1H-8, MG1H-9	Concept, skills and techniques	50%	15%	15%	10%	10%
MG1H-1, MG1H-2, MG1H-5, MG2H-10	Reasoning & communication	50%	10%	10%	15%	15%
	Marks	100%	25%	25%	25%	25%
Outcomes Assessed by the Task			MG1H-4, MG1H-5, MG1H-10	MG1H-3, MG2H-9, MG2H-10	MG1H-1, MG1H-2, MG1H-3, MG2H-7, MG2H-9, MG2H-10	MG1H-1, MG1H-2, MG1H-3, MG1H-4, MG1H-5, MG1H-8, MG2H-10

Mathematics General 2 HSC Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1 Week 10	Term 2 Week 9	Term 1-3	Term 3 Week 9
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Trigonometry Assignment	Statistics Assignment	Topic Tests	Trial Exam
MG2H-3, MG2H-4, MG2H-7, MG2H-8, MG2H-9	Concept, skills and techniques	50%	10%	10%	15%	15%
MG2H-1, MG2H-2, MG2H-5, MG2H-6, MG2H-10	Reasoning & communication	50%	5%	5%	15%	25%
	Marks	100%	15%	15%	30%	40%
Outcomes Assessed by the Task			MG2H-4, MG2H-5, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-5, MG2H-7, MG2H-9, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10	MG2H-1, MG2H-2, MG2H-3, MG2H-4, MG2H-5, MG2H-6, MG2H-7, MG2H-8, MG2H-9, MG2H-10

Personal Development, Health and Physical Education

2 Units

Preliminary Course	HSC Course
<p><i>A student:</i></p> <p>P1 identifies and examines why individuals give different meanings to health</p> <p>P2 explains how a range of health behaviours affect an individual's health</p> <p>P3 describes how an individual's health is determined by a range of factors</p> <p>P4 evaluates aspects of health over which individuals can exert some control</p> <p>P5 describes factors that contribute to effective health promotion</p> <p>P6 proposes actions that can improve and maintain an individual's health</p> <p>P7 explains how body systems influence the way the body moves</p> <p>P8 describes the components of physical fitness and explains how they are monitored</p> <p>P9 describes biomechanical factors that influence the efficiency of the body in motion</p> <p>P10 plans for participation in physical activity to satisfy a range of individual needs</p> <p>P11 assesses and monitors physical fitness levels and physical activity patterns</p> <p>P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)</p> <p>P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)</p> <p>P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)</p>	<p><i>A student:</i></p> <p>H1 describes the nature and justifies the choice of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p> <p>H4 argues the case for health promotion based on the Ottawa Charter</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p> <p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p> <p>H10 designs and implements training plans to improve performance</p> <p>H11 designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)</p> <p>H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)</p>

PDHPE – Preliminary Assessment Schedule

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 2
			Term 4, Wk 8	Term 1, Wk 4	Term 1, Wk 6	Term 2, Wk 1	
			30 Nov 2016	21 Feb 2017	10 Mar 2017	26 Apr 2017	
			Practical / Theory	Research Assignment	Camp	Exam	
Outcomes	Component	Weighting	First Aid Course P6, P12, P15, P16, (Option 1)	Better Health for Individuals P2, P3, P4, P15, P16 (Core 1)	Outdoor Recreation Camp P1, P10, P11, P14, P16, (Option 3)	Exam P1 – P9, P11, P12, P14 – P17 (Core 1 & 2, Option 1 & 3)	
Outcomes P1, P2, P3, P8, P9	Knowledge and understanding of the factors that affect health and the way the body moves	40	5	10	5	20	
Outcomes P4, P5, P6, P7, P10, P11, P12, P13	Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	10	5	10	
Outcomes P14, P15, P16, P17	Skills in critical thinking, research and analysis	30	5	10	5	10	
Marks		100	15%	30%	15%	40%	

PDHPE – HSC Assessment Schedule

			TASK 2	TASK 1	TASK 3	TASK 4	
			Term 2, Wk 10 22 Jun 2017	Term 2, Wk 7 1 Jun 2017	Term 3, Wk 7 26 Aug 2017	Term 3, Wk 8 3 Sep 2017	
			Practical / Theory	Research Assignment	Report	HSC Trial Exam	
Outcomes	Component	Weighting	Sports Injury Research and Scenarios H8, H13, H16, H17 (Option 3)	Research on a Health Priority Issue and Ottawa Charter H1, H2, H3, H4, H5, H14, H15, H16 (Core 1)	Designing a Training Program and Coaching a Session H7, H8, H9, H10, H11, H16, H17 (Core 2, Option 4)	HSC Trial Exam H1 - H5, H7 - H11, H13 - H17	
Outcomes H1, H2, H3, H7, H8, H9	Knowledge and understanding of the factors that affect health and the way the body moves	40	5	10	5	20	
Outcomes H4, H5, H6, H10, H11, H12, H13	Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	5	10	5	10	
Outcomes H14, H15, H16, H17	Skills in critical thinking, research and analysis	30	5	10	5	10	
Marks		100	15%	30%	15%	40%	

Senior Science

2 Units

Outcomes to be assessed:

	Objectives	Preliminary Course Outcomes	HSC Course Outcomes
P r e s c r i b e d F o c u s A r e a	<i>Students will develop knowledge and understanding of:</i>	<i>A student :</i>	<i>A student :</i>
	1. the history of science	P1. outlines the historical development of scientific principles, concepts and ideas	H1. discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
	2. the nature and practice of science	P2. applies the processes that are used to test and validate models, theories and laws of science, with particular emphasis on first-hand investigations	H2. applies the processes that are used to test and validate models, theories and laws, to investigations
	3. applications and uses of science	P3. assesses the impact of particular technological advances on science	H3. assesses the contribution of scientific advances on the development of technologies
	4. the implications of science for society and the environment	P4. identifies applications of science that affect society and the environment	H4. assesses the impacts of applications of science on society and the environment
	5. current issues, research and developments in science	P5. identifies areas of current scientific research	H5. describes possible future directions of scientific research
D o m a i n : K n o w l e d g e	6. the resources of the Earth	P6. identifies the origins of Earth's resources	H6. describes uses of the Earth's resources
	7. internal and external environments	P7. explains relationships between organisms in the environment	H7. identifies effects of internal and external environmental changes on the human body
	8. chemical changes	P8. describes reactions between compounds	H8. relates the properties of chemicals to their use
	9. organs and systems of the body	P9. describes the structure of body organs and systems	H9. relates the structure of body organs and systems to their function
	10. energy	P10. describes the effect of energy transfers and transformations	H10. discusses ways in which different forms of energy and energy transfers and transformations are used

	Objectives	Preliminary Course Outcomes	HSC Course Outcomes
	<i>Students will develop knowledge and understanding of:</i>	<i>A student :</i>	<i>A student :</i>
Domain : Skills	11. planning investigations	P11. identifies and implements improvements to investigation plans	H11. justifies the appropriateness of a particular investigation plan
	12. conducting investigations	P12. discusses the validity and reliability of data gathered from first-hand investigations and secondary sources	H12. evaluates ways in which accuracy and reliability could be improved in investigations
	13. communicating information and understanding	P13. identifies appropriate terminology and reporting styles to communicate information and understanding in science	H13. uses terminology and reporting styles appropriately and successfully to communicate information and understanding
	14. developing scientific thinking and problem-solving techniques	P14. draws valid conclusions from gathered data and information	H14. assesses the validity of conclusions from gathered data and information
	15. working individually and in teams	P15. implements strategies to work effectively as an individual or as a member of a team	H15. explains why an investigation is best undertaken individually or by a team
Domain: Values & Attitudes	16. themselves, others, learning as a lifelong process, science and the environment	P16. demonstrates positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science	H16. justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

Senior Science Preliminary Assessment Schedule

Outcomes	Components	Weightings	Task 1	Task 2	Task 3	Task 4	End of Year Exam
			Date: Term 4	Date: Term 1	Date: Term 1	Date: Term 2	Date: Term 2
			Water For Living PP	Field Study Booklet OE Trip	Plant Experimental Investigation	Hearing Open Ended Investigation	End of Final Year Exam
			P5, P6, P7 P9, P10, P11, P12, P13, P14, P15, P16	P5, P6, P7 P9, P10, P11, P12, P13, P14, P15, P16	P1, P2, P3, P4, P5, P7, P9, P10, P11, P12, P13, P14, P15	P1, P2, P3, P4, P5, P7, P9, P10, P11, P12, P13, P14, P15	P1 – P16
P1 – P16	Knowledge and understanding	40	10	10	5		15
P14, P15, P16	Problem Solving and Scientific thinking	15			5	5	5
P12, P11, P15	Planning and Conducting Investigations	15		5	5	5	
P13, P15, P16	Communicating information, understanding & conclusions based on problem solving and investigations	30	5	5	5	5	10
Marks		100	15	20	20	15	30

Senior Science HSC Assessment Schedule

Outcomes	Components	Weightings %	Task 1	Task 2	Task 3	Task 4	End of Year Exam
			Date: Term 2	Date: Term 2	Date: Term 3	Date: Term 3	Date: Term 3
			Skin Products – Open Ended Investigation	Bionics – Secondary Sources Oral Presentation	Information Systems – Research Essay	Disasters – News Report	End of Final Year Exam
			H2, H7, H8, H9, H11, H12, H13, H14, H15	H4, H7, H9, H13	H4, H10, H13, H14	H1, H2, H3, H4, H5, H11, H12, H13, H14	H1 –H16
H1 – H15	Knowledge and understanding	40	5	5	5	5	20
H14, H15	Problem Solving and Scientific thinking	15	5	5		5	
H12, H11, H15	Planning and Conducting Investigations	15	5		5	5	
H13, H15	Communicating information, understanding & conclusions based on problem solving and investigations	30	5	5	5		15
Marks		100	20	15	15	15	35

Sports, Lifestyle and Recreation - Preliminary

1 Unit

Outcomes to be assessed:

Objectives	Outcomes
Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance

Sport, Lifestyle and Recreation Preliminary Assessment Schedule

		Task 1	Task 2	Task 3	Task 4
Components		Term 1 Week 5	Term 1 Week 10	Term 2 Week 10	Term 3 Week 5
		Healthy Lifestyle	Athletics	Individual Games & Sports Application	Games & Sports Applications I & II
	Task	Project	Practical	Design a sports postcard	Safety Powerpoint
Weightings	100%	25% <i>of the course</i>	25% <i>of the course</i>	25% <i>of the course</i>	25% <i>of the course</i>
Outcomes Assessed		<i>1.5, 2.3, 3.5, 4.3</i>	<i>1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4</i>	<i>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4</i>	<i>1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4</i>

Standard English

2 Units

Outcomes to be assessed:

Preliminary Course	HSC Course
<p><i>A student:</i></p> <ol style="list-style-type: none"> 1. A student demonstrates understanding of the relationships between composer, responder, text and context. 2. A student identifies and describes relationships among texts. 3. A student develops language relevant to the study of English. 4. A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses. 5. A student describes the ways different technologies and media of production affect the language and structure of particular texts. 6. A student engages with a wide range of texts to develop a considered and informed personal response. 7. A student selects appropriate language forms and features, and structures of texts to explore and express ideas and values. 8. A student articulates and represents own ideas in critical, interpretive and imaginative texts. 9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. 10. A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts. 11. A student draws upon the imagination to transform experience into text. 12. A student reflects on own processes of responding and composing. 13. A student reflects on own processes of learning. 	<p><i>A student:</i></p> <ol style="list-style-type: none"> 1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning. 2. A student demonstrates understanding of the relationships among texts. 3. A student develops language relevant to the study of English. 4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses. 5. A student analyses the effect of technology and medium on meaning. 6. A student engages with the details of text in order to respond critically and personally. 7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts. 8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives. 9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas. 10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences. 11. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language. 12. A student reflects on own processes of responding and composing. 13. A student reflects on own processes of learning.

Standard English Preliminary Assessment Schedule

Components		Task 1	Task 2	Task 3	Task 4	Weighting %
		Area of Study:	Module A	Module B	Module C	
		Change / <i>Chocolat</i>	Poetry / <i>Peter Skrzynecki</i>	Graphic Novel <i>Complete Maus</i>	Screenplay <i>Looking For Alibrandi</i>	
		Draft Response	Presentation	Essay	Story Board & Script	
		Term 4	Term 1	Term 1	Term 1	
		P1, P2, P3, P5, P8, P10	P4, P6, P11	P1, P3, P4, P9, P11	P2, P7, P12, P13	
Syllabus Component	AOS	30				30
	Module A		25			25
	Module B			20		20
	Module C				25	25
Modes	Listening	5	5		5	15
	Speaking		15			15
	Reading	5	5	5	10	25
	Writing	5		15	10	30
	Viewing/ Representing			5	10	15
	Assessment Weighting	20%	20%	30%	30%	100

Standard English HSC Assessment Schedule

Components		Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
		Area of Study: Film <i>Life of Pi</i>	Module A Short Stories <i>Henry Lawson</i>	Module B Poetry <i>Wilfred Owen</i>	Module C Drama <i>All My Sons</i>	HSC Trial Exam	
		Oral Presentation	Viewing Task	Essay	Essay		
		Term 2	Term 2	Term 3	Term 3	Term 3	
		H1, H4, H6, H10	H1, H2, H5	H1, H2, H4, H10	H6, H7, H8	H1-H13	
Syllabus Component	AOS	15				25	40
	Module A		20				20
	Module B			20			20
	Module C				15	5	20
Modes	Listening	5			10		15
	Speaking	10			5		15
	Reading		5	5		15	25
	Writing			15		15	30
	Viewing/Representing		15				15
	Assessment Weighting	20%	20%	20%	20%	20%	100

Studies of Religion

1 and 2 Unit

Outcomes to be assessed:

Preliminary Course	HSC Course
<i>A student:</i>	<i>A student:</i>
P1 describes the characteristics of religion and belief systems	H1 explains aspects of religion and belief systems
P2 identifies the influence of religion and belief systems on individuals and society	H2 describes and analyses the influence of religion and belief systems on individuals and society
P3 investigates religious traditions and belief systems	H3 examines the influence and expression of religion and belief systems in Australia
P4 examines significant aspects of religious traditions	H4 describes and analyses how aspects of religious traditions are expressed by their adherents
P5 describes the influence of religious traditions in the life of adherents	H5 evaluates the influence of religious traditions in the life of adherents
P6 selects and uses relevant information about religion from a variety of sources	H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
P7 undertakes effective research about religion, making appropriate use of time and resources	H7 conducts effective research about religion and evaluates the findings from the research
P8 uses appropriate terminology related to religion and belief systems	H8 applies appropriate terminology and concepts related to religion and belief systems
P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms	H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion 1 Unit - Preliminary Assessment Schedule

Assessment Guide			TASK 1	TASK 2	TASK 3
			Term 1 28th of March	Term 2 6th of June	Term 3 24th of August
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Research Essay: Christianity	Assessment: Ethical Teachings of Islam	Presentation: Religion of Ancient Origin
P1, P2, P3, P4, P5, P6, P8, P9	Knowledge and understanding of course content	40%	20%	10%	10%
P1, P2, P4, P5, P6, P8, P9	Source-based skills	20%		10%	10%
P2, P3, P5, P6, P7, P8, P9	Investigation and research	20%	10%		10%
P1,P2, P3, P4, P5, P6, P7, P8, P9	Communication of information, ideas and issues in appropriate forms	20%		10%	10%
Marks		100%	30%	30%	40%

Studies of Religion 1 Unit- HSC Assessment Schedule

Assessment Guide			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1	Term 2	Term 3	Term 3
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Religion and Belief Systems in Australia Post 1945	Depth Study: Christian Research essay	Depth Study: Islam Presentation	Final Exam
H1, H2, H3, H4, H5, H6, H7	Knowledge and understanding of course content	35%	5%	5%	5%	20%
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Source-based skills	25%	5%	5%	5%	10%
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Investigation and research	20%	5%	5%	10%	0%
H8, H9, H10, H11, H12, H13	Communication of information, ideas and issues in appropriate forms	25%	5%	5%	10%	
Marks		100%	20%	20%	30%	30%

Studies of Religion 2 Unit - Preliminary Assessment Schedule

Assessment Guide			TASK 1	TASK 2	TASK 3
			Term 1 28th of March	Term 2 6th of June	Term 3 24th of August
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Research Essay: Christianity	Assessment: Ethical Teachings of Islam	Presentation: Religion of Ancient Origin
P1, P2, P3, P4, P5, P6, P8, P9	Knowledge and understanding of course content	40%	20%	10%	10%
P1, P2, P4, P5, P6, P8, P9	Source-based skills	20%		10%	10%
P2, P3, P5, P6, P7, P8, P9	Investigation and research	20%	10%		10%
P1, P2, P3, P4, P5, P6, P7, P8, P9	Communication of information, ideas and issues in appropriate forms	20%		10%	10%
Marks		100%	30%	30%	40%

Studies of Religion 2 Unit - HSC Assessment Schedule

Assessment Guide			TASK 1	TASK 2	TASK 3	TASK 4
			Term 1	Term 2	Term 3	Term 3
Outcomes (syllabus)	Component (syllabus)	Weighting (syllabus)	Religion and Belief Systems in Australia Post 1945	Depth Study: Christian Research essay	Depth Study: Islam Presentation	Final Exam
H1, H2, H3, H4, H5, H6, H7	Knowledge and understanding of course content	35%	5%	5%	5%	20%
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Source-based skills	25%	5%	5%	5%	10%
H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	Investigation and research	20%	5%	5%	10%	0%
H8, H9, H10, H11, H12, H13	Communication of information, ideas and issues in appropriate forms	25%	5%	5%	10%	0%
Marks		100%	20%	20%	30%	30%

Visual Arts

2 Units

Outcomes to be assessed:

Artmaking Outcomes

Preliminary course	HSC course
A student: P1: explores the conventions of practice in artmaking	A student: H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
P2: explores the roles and relationships between the concepts of artist, artwork, world and audience	H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
P3: identifies the frames as the basis of understanding expressive representation through the making of art	H3: demonstrates an understanding of the frames when working independently in the making of art
P4: investigates subject matter and forms as representations in artmaking	H4: selects and develops subject matter and forms in particular ways as representations in artmaking
P5: investigates ways of developing coherence and layers of meaning in the making of art	H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
P6: explores a range of material techniques in ways that support artistic intentions	H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Art Criticism and Art History Outcomes

Preliminary course	HSC course
A student: P7: explores the conventions of practice in art criticism and art history	A student: H7: applies their understanding of practice in art criticism and art history
P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art	H8: applies their understanding of the relationships among the artist, artwork, world and audience
P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art	H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed	H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Visual Arts

Preliminary Assessment Schedule

Making: Minor and Major Artworks, VAPD and notes **50%**
Study: Comparisons, analysis, assignments and tests **50%**

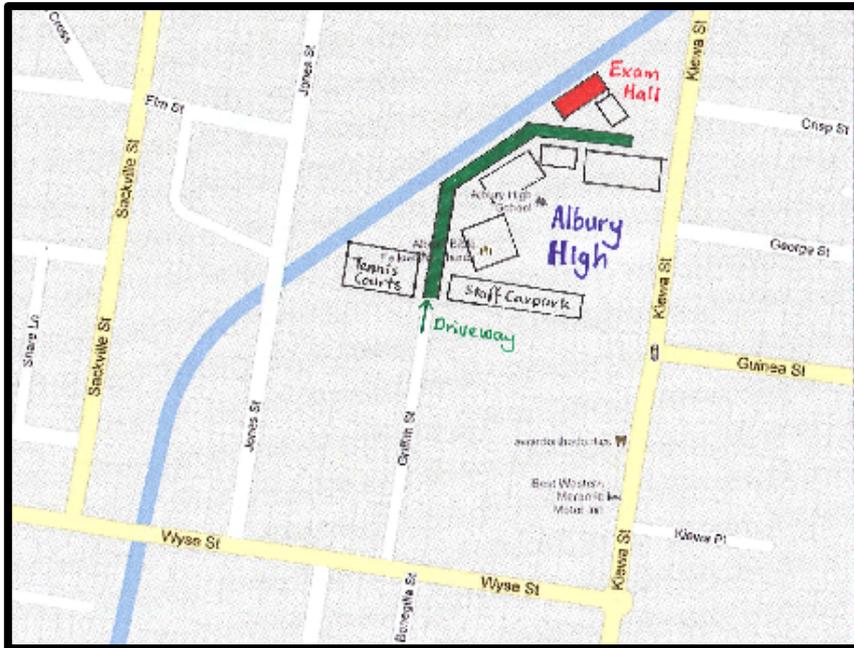
Outcomes taught	Component	Weightings	Task 1	Task 2,3,4	Task 4
			Term 1	Terms 1-3	Term 3
			Research Assignment	Artwork submissions (1 per term)	Final Exam
P1, P2, P3, P4, P5, P6	Artmaking	50%		20%+15%+15%	
P7, P8, P9, P10	Art Criticism and Art History	50%	20%		30%

HSC Assessment Schedule

Making: Minor and Major Artworks, VAPD and notes **50%**
Study: Comparisons, analysis, assignments and tests **50%**

Outcomes	Component	Weightings %	Task 1	Task 2	Task 3	Task 4
			Term 2	Terms 2	Term 2-3	Term 3
			Picasso Case Study	Mid Year Exam	Major Body of Work VAPD	Trial Exams
H1, H2, H3, H4, H5, H6	Artmaking	50%			10%+15%+15%	
H7, H8, H9, H10	Art Criticism and Art History	50%	15%	20%		15%
	Marks		15%	20%	40%	15%

External Assessment



Exam Location (Albury High)

General Information

- Students from Border Christian College sit their HSC examinations at Albury High School.
- Exams are held in the old hall, which can be found by following the driveway at the end of Griffith Street.
- Towards the end of Term 3, students are visited by a liaison officer from Albury High school who provides them with information regarding their exams and a phone number to call in case of questions or emergency.
- Exam timetables, listing the dates of specific exams are published on NESA website <https://studentsonline.nesa.nsw.edu.au>
- Students who are unable to attend written examinations will need to obtain an Illness/ Misadventure form from the school as soon as possible after the examination.

Accessing Results

- Students are provided with a personal PIN during the year which grants them access to NSW Students Online <http://studentsonline.bos.nsw.edu.au/>
- Students are able to access their results on students online before HSC documentation is posted in January.
- Students must not lose their personal students online PIN, as the school does not keep any record of it.



Further Questions

Any questions relating to HSC registration, assessments and examinations should be addressed to Mrs Melissa Martin

Student Numbers

Student numbers are used to identify each student at NESA. Students wishing to access results will require both their student number and their personal pin.

Students can request their personal student number from the administration office.

The school keeps no record of student's personal pin.