



**Preliminary and HSC
Assessment Handbook**

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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 as another student's.

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

Other Systems of Referencing

In some subjects the teacher may expect an alternative form of referencing (e.g. APA) that is better suited to the needs of that subject. In this case the teacher will inform students of the system and train them in how to use it.

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:

Has the request been discussed with your teacher? Yes: No:

Details/ reasons for request:

Medical Certificate Attached? Yes: No:

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> AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p> | <p><i>A Student:</i> AH12-1 accounts for the nature of continuity and change in the ancient world</p> <p>AH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>AH12-3 evaluates the role of historical features, individuals and groups in shaping the past</p> <p>AH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past</p> |

Ancient History Preliminary

Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|---|------------|
| Nature of task | Representation of the Ancient past Presentation | Features of Ancient Societies Source Analysis | Historical Investigation Research and essay | |
| Timing | Term 1 Week 4 | Term 1 Week 10 | Term 2 Week 2 | |
| Outcomes assessed | AH11-3 AH11-4 AH11-6 AH11-7 AH11-9 | AH11-1 AH11-3 AH11-6 AH11-7 AH11-10 | AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 20 | 10 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | 5 | 5 | 20 |
| Historical inquiry and research | 5 | 10 | 5 | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 40 | 30 | 100 |

Assessments

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|---|---|--|------------|
| Nature of task | Ancient Societies: Sparta to the Battle of Leuctra 371BC Historical Report | Historical Period: Fall of the Roman Republic Essay | Personalities in Their Times: Julius Caesar Source Analysis | Trial HSC Examination | |
| Timing | Term 2 Week 6 | Term 2 Week 10 | Term 3 Week 3 | Term 3 Week 8 | |
| Outcomes assessed | AH12.1, AH12.4, AH12.6, AH12.8, AH12.9 | AH12.2, AH12.5, AH12.8, AH 12.9 | AH12.3, AH12.4, AH12.6, AH12.7 | AH12.2, AH12.3, AH12.5, AH12.6, AH12.7, AH12.9 | |
| Components | | | | Weighting % | |
| Knowledge and understanding of course content | 10 | 10 | 5 | 15 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | | 5 | 10 | 20 |
| Historical inquiry and research | 5 | 10 | 5 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total % | 25 | 25 | 20 | 30 | 100 |

Modern History

2 Units

Outcomes to be assessed:

| Preliminary Course | HSC Course |
|---|---|
| A student: | A student: |
| MH11-1 describes the nature of continuity and change in the modern world | MH12-1 accounts for the nature of continuity and change in the modern world |
| MH11-2 proposes ideas about the varying causes and effects of events and developments | MH12-2 proposes arguments about the varying causes and effects of events and developments |
| MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past | MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past |
| MH11-4 accounts for the different perspectives of individuals and groups | MH12-4 analyses the different perspectives of individuals and groups in their historical context |
| MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world | MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world |
| MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument | MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument |
| MH11-7 discusses and evaluates differing interpretations and representations of the past | MH12-7 discusses and evaluates differing interpretations and representations of the past |
| MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources | MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| MH11-10 discusses contemporary methods and issues involved in the investigation of modern history | |

Modern History Assessment Schedule Preliminary

| Component | Task 1 | Task 2 | Task 3 | Weighting % | |
|---|--|--|--|-------------|--|
| | Cold Case Presentation Task Construction of Modern History - JFK | Source Based Class Test The Fall of the Romanov Dynasty | Research and Essay Historical Investigation | | |
| | Term 1, Week 1 | Term 1, Week 3 | Term 1, Week 11 | | |
| | Outcomes assessed MH11-6 MH11-7 MH11-9 MH11-10 | Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH 11-6, MH11-7, MH11-9 | Outcomes assessed MH11-2 MH11-4 MH11-6 MH11-8 MH11-9 | | |
| Knowledge and understanding of course content | 20 | 20 | | 40 | |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 10 | 5 | 20 | |
| Historical inquiry and research | 5 | | 15 | 20 | |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 | |
| Total % | 35 | 35 | 30 | 100 | |

Modern History Assessment Schedule HSC

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weighting % |
|---|---|---|---|--|-------------|
| | Source Analysis Power and Authority in the Modern World 1919–1946 | Research Task and In-class response National Study Russia and the Soviet Union 1917-1941 | Historical Analysis Peace and Conflict Conflict in the Pacific 1937-1951 | Trial HSC Exam All topics Assessed | |
| | Term 2, Week 4 | Term 2, Week 8 | Term 3, Week 2 | Term 3, Week 8 | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | MH12-3, MH12-5, MH12-6, MH12-9 | MH12-1, MH12-2, MH12-3, MH12-5, MH12-9 | MH12-2, MH12-4, MH12-6, MH12-7, MH12-9 | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9 | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | | 5 | 10 | 20 |
| Historical inquiry and research | 5 | 10 | 5 | | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |

Biology

2 Units

Outcomes to be assessed:

| Preliminary Course | HSC Course |
|--|---|
| <i>A student:</i> | |
| Skills: | |
| BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation | |
| BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information | |
| BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information | |
| BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media | |
| BIO11/12-5 analyses and evaluates primary and secondary data and information | |
| BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes | |
| BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose | |
| Knowledge and Understanding | |
| BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes | BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species |
| BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms | BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change |
| BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species | BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system |
| BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem | BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease |

Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|----------------------------------|---|--|---|------------|
| Nature of task | Practical Investigation Enzymes | Depth Study Field Study | Yearly Examination | |
| Timing | Term 4, Week 8 | Term 1, Week 6 | Term 1, Week 10 | |
| Outcomes assessed | BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-7, BIO11-8 | BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-11 | BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11 | |
| Components | Weighting % | | | |
| Skills in working scientifically | 20 | 20 | 20 | 60 |
| Knowledge and understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Assessments

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|----------------------------------|---|--|--|---|-------------|
| Nature of task | Model Building Modelling Biological Processes | Research Task Genetic Technologies | Depth Study Infectious and Non-Infectious Diseases | Trial HSC Examination | |
| Timing | Term 2, Week 4 | Term 2, Week 7 | Term 3, Week 2 | Term 3, Week 8 | |
| Outcomes assessed | BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, | BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-13 | BIO12-4, BIO12-5, BIO12-7, BIO12-14 BIO12-15 | BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15 | |
| Components | | | | | Weighting % |
| Skills in working scientifically | 15 | 15 | 20 | 10 | 60 |
| Knowledge and understanding | 5 | 5 | 10 | 20 | 40 |
| Total % | 20 | 20 | 30 | 30 | 100 |

English Standard

2 Units

Outcomes to be assessed:

| Preliminary Course | HSC Course |
|--|---|
| A student: EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments EN11-6 investigates and explains the relationships between texts EN11-7 understands and explains the diverse ways texts can represent personal and public worlds EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner | A student: EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments EN12-6 investigates and explains the relationships between texts EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--------------------------------|--------------------|
| Nature of task | Reading to Write Writing Task | Contemporary Possibilities Multimodal Task | Yearly Examination | |
| Timing | Term 1, Week 2 | Term 1, Week 7 | Term 1, Week 10 | |
| Outcomes assessed | EN11-1, EN11-3, EN11-4, EN11-9 | EN11-1, EN11-2, EN11-5 | EN11-1, EN11-3, EN11-5, EN11-7 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 20 | 15 | 15 | 50 |
| Total % | 35 | 35 | 30 | 100 |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---|--|--|------------|
| Nature of task | Texts & Human Experience Multimodal Task | Language, Identity & Culture Imaginative Task | Craft of Writing Essay Task | Trial HSC Examination | |
| Timing | Term 2, Week 5 | Term 2, Week 9 | Term 3, Week 3 | Term 3, Week 8 | |
| Outcomes assessed | EN12-3, EN12-4, EN12-6, EN12-7 | EN12-1, EN12-3, EN12-4, EN12-5, EN12-8, EN12-9 | EN12-1, EN12-3, EN12-4, EN12-5, EN12-9 | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9 | |
| Components | | | Weighting % | | |
| Knowledge and understanding of course content | 20 | 10 | 10 | 10 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 10 | 15 | 15 | 10 | 50 |
| Total % | 30 | 25 | 25 | 20 | 100 |

Industrial Technology

2 Units

Outcomes to be assessed:

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

Industrial Technology – Preliminary Assessment Schedule

| Component | Task 1 | Task 2 | Task 3 | Weightings (%) |
|--|---|---|---|-----------------------|
| | Term 1, Week 4 | Term 1, Week 9 | Term 1, Week 11 | |
| | Project 1 - Wood Joint Research, Jewelry Box and Folio | Project 2 – Side Table / Bedside Cabinet | Prelim Exam | |
| | P1.2, P3.1,P2.1, P3.2, P3.3, P4.1, P4.2, P5.1P5.2, | P2.2, P4.2, P4.3, P5.1, P5.2, P6.1 | P1.1, P1.2, P2.2, P3.1, P3.2, P4.3, P6.2, P7.1, P7.2 | |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry | 10% | 10% | 20% | 40% |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 20% | 30% | 10% | 60% |
| Total Marks: | 30% | 40% | 30% | 100% |

Industrial Technology – HSC Assessment Schedule

| Component | Task 1 | Task 2 | Task 3 | Task 4 | Weightings (%) |
|--|---|---------------------------|---|---------------------------|-----------------------|
| | Term 2, Week 4 | Term 2, Week 10 | Term 3, Week 2 | Term 3 | |
| | Presentation of Major Project Ideas and development | Cabinet Industry Booklet | Progress Report on Major Project | Trial HSC Examination | |
| | H3.1, H3.2 H5.1, H5.2 | H1.1, H1.2, H1.3, H6.2 | H2.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2 | H1.2, H6.1, H7.1, H7.2 | |
| Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry | | 20% | | 20% | 40% |
| Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project | 25% | 5% | 30% | | 60% |
| Total Marks: | 25% | 25% | 30% | 20% | 100% |

Mathematics Advanced

2 Units

Outcomes to be assessed:

| Preliminary Course | HSC Course |
|--|---|
| A student: | A student: |
| MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems | MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts |
| MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems | MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques |
| MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes | MA12-3 applies calculus techniques to model and solve problems |
| MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities | MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems |
| MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems | MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs |
| MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems | MA12-6 applies appropriate differentiation methods to solve problems |
| MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions | MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems |
| MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts | MA12-8 solves problems using appropriate statistical processes |
| MA11-9 provides reasoning to support conclusions which are appropriate to the context | MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use |
| | MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------|---------------------------|---|--------------------|-------------|
| Nature of task | In class test | Investigation assignment: Trigonometry | Yearly Exam | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 10 | |
| Outcomes assessed | MA11-1, MA11-8, MA11-9 | MA11-3, MA11-8, MA11-9 | MA11-1 -> 9 | |
| Components | | | | Weighting % |
| Concept, skills and techniques | 20 | 15 | 25 | 60 |
| Reasoning & communication | 10 | 15 | 15 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Mathematics Standard

2 Units

Outcomes to be assessed:

| Preliminary Course | HSC Course Standard 1 | HSC Course Standard 2 |
|--|---|--|
| A student: | A student: | A student: |
| MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems | MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts | MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts |
| MS11-2 represents information in symbolic, graphical and tabular form | MS1-12-2 analyses representations of data in order to make predictions and draw conclusions | MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions |
| MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units | MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness | MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate |
| MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures | MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems | MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems |
| MS11-5 models relevant financial situations using appropriate tools | MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school | MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments |
| MS11-6 makes predictions about everyday situations based on simple mathematical models | MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms | MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms |

| Preliminary Course | HSC Course Standard 1 | HSC Course Standard 2 |
|--|--|--|
| A student: | A student: | A student: |
| MS11-7 develops and carries out simple statistical processes to answer questions posed | MS1-12-7 solves problems requiring statistical processes | MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data |
| MS11-8 solves probability problems involving multistage events | MS1-12-8 applies network techniques to solve network problems | MS2-12-8 solves problems using networks to model decision-making in practical problems |
| MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts | MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use | MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use |
| MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations | MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others | MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|--------------------------------|--|---|---|--------------------|
| Nature of task | In class test Topics 1, 2 & 3 | Data Investigation Trigonometry | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 10 | |
| Outcomes assessed | MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10 | MS11-2, MS11-7, MS11-9, MS11-10 | MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 | |
| Components | | | | Weighting % |
| Concept, skills and techniques | 15 | 15 | 20 | 50 |
| Reasoning & communication | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |



Assessments for

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------------|---|--|--|--|------------|
| Nature of task | In class test Rates/Ratios and Networks | Investigative assignment | Open book test Annuities, Algebra and Normal Distribution | Trial HSC Examination | |
| Timing | Term 4, Week 8 | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9 | |
| Outcomes assessed | MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10 | MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10 | MS2-12-1, MS2-12-5, MS2-12-6, MS2-12-10 | MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10 | |
| Components | | | Weighting % | | |
| Concept, skills and techniques | 10 | 10 | 10 | 20 | 60 |
| Reasoning & communication | 10 | 10 | 20 | 10 | 40 |
| Total % | 20 | 20 | 30 | 30 | 100 |

Personal Development, Health and Physical Education

2 Units

Outcomes to be assessed:

| 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 |
|---|---|------------|--|---|--|--|
| | | | Term 4, Wk 8 | Term 1, Wk 4 | Term 1, Wk 6 | Term 2, Wk 1 |
| | | | 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 | Term 2, Wk 7 | Term 3, Wk 7 | Term 3, Wk 8 |
| | | | 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% |

Sports, Lifestyle and Recreation - Preliminary

1 Unit

Outcomes to be assessed:

| Outcomes |
|--|
| A student: |
| 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 |
| 2.1 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 |
| 3.1 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 |
| 4.1 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 |
| 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

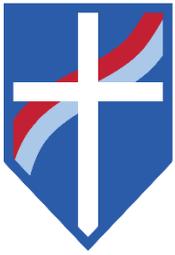
| | | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------------------|-------------|-------------------------------|--|--|---|
| Components | | Term 1 Week 5 | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 5 |
| | | Healthy Lifestyle | Athletics | Individual Games & Sports Application | Games & Sports Applications I & II |
| | Task | Project | Practical | Design a sports postcard | Safety Powerpoint |
| Weightings | 100% | <i>25% of the course</i> | <i>25% of the course</i> | <i>25% of the course</i> | <i>25% 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> |

Studies of Religion

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 |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | |
|---|--|--|---------------------------|------------|
| Nature of task | Nature of Religion and Beliefs Case Study and Presentation | Religious Tradition Study Research and Essay | Yearly Examination | |
| Timing | Term 1, Week 8 | Term 2, Week 8 | Term 3, Week 8 | |
| Outcomes assessed | P1, P2, P6, P8 | P3, P4, P5, P6, P7, P8 | P1, P2, P5, P6, P8, P9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Source-based skills | 10 | 5 | 5 | 20 |
| Investigation and research | 10 | 10 | 0 | 20 |
| Communication of information, ideas and issues in appropriate forms | 0 | 5 | 15 | 20 |
| Total % | 30 | 30 | 40 | 100 |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|---|--|--|--|------------------------------|------------|
| Nature of task | Research and Report Religious Tradition Christianity Depth Study | Presentation Religious Tradition Islam Depth Study | Oral Presentation Religion and Peace | Trial HSC Examination | |
| Timing | Term 1, Week 3 | Term 2, Week 4 | Term 2, Week 10 | Term 3, Week 8 | |
| Outcomes assessed | H2, H4, H6, H7, H8 | H3, H5, H7, H9 | H1, H2, H7, H8, H9 | H1, H2, H3, H6, H7 | |
| Components | | | Weighting % | | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Source-based skills | 10 | 5 | 0 | 5 | 20 |
| Investigation and research | 5 | 5 | 10 | 0 | 20 |
| Communication of information, ideas and issues in appropriate forms | 0 | 5 | 5 | 10 | 20 |
| Total % | 20 | 25 | 25 | 30 | 100 |

Visual Arts

2 Units

Outcomes to be assessed:

| Preliminary course | HSC course |
|--|--|
| A student: | A student: |
| P1: explores the conventions of practice in artmaking | 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 |
| P7: explores the conventions of practice in art criticism and art history | 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 |

Assessments

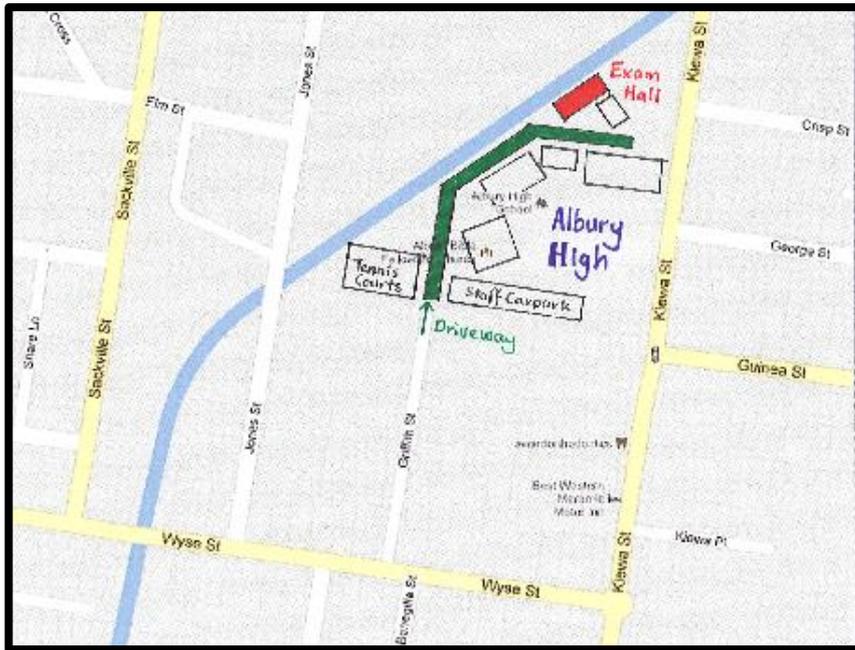
| Task number | Task 1 | Task 2 | Task 3 | |
|-----------------------------|---|--|---|------------|
| Nature of task | Artist Practice Research Task | Artwork Submission Body of Work and VAPD | Plate Analysis Written Response | |
| Timing | Term 4, Week 10 | Term 1, Week 10 | Term 1, Week 5 | |
| Outcomes assessed | P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6 | P7, P8, P9, P10 | |
| Components | | | Weighting % | |
| Artmaking | 0 | 50 | 0 | 50 |
| Art Criticism & Art History | 20 | 0 | 30 | 50 |
| Total % | 20 | 50 | 30 | 100 |



Assessments

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------|------------------------------|--|---|------------------------------|------------|
| Nature of task | Case Study Picasso | Plate Analysis Research and Report on the role of genes in evolution | Major Artwork Body of Work & VAPD | Trial HSC Examination | |
| Timing | Term 2, Week 3 | Term 2, Week 10 | Term 3, Week 8 | Term 3, Week 7 | |
| Outcomes assessed | H7, H8, H9, H10 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6 | H7, H8, H9, H10 | |
| Components | | | | Weighting % | |
| Artmaking | 0 | 0 | 50 | 0 | 50 |
| Art Criticism & Art History | 15 | 20 | 0 | 15 | 50 |
| Total % | 15 | 20 | 50 | 15 | 100 |

External Assessment



Examination 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 examinations and a phone number to call in case of questions or emergency.
- Examination timetables, listing the dates of specific examinations are published on the 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.nesa.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 student's 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 Mr Braden Oliver

Student Numbers

Student numbers are used to identify each student at NESAs. 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 a student's personal pin.