



Principal: Mrs. Julie Fuller

# Thomas Reddall High School



## HSC ASSESSMENT BOOKLET 2018-2019

**Focusing on our Future**

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Education &  
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# Contents

Information for senior students and parents/caregivers .....	2
Ancient History Scope and Sequence .....	6
Ancient History Assessment Schedule .....	7
Biology Scope and Sequence .....	8
Biology Assessment Schedule .....	9
Business Studies Scope and Sequence .....	10
Business Studies Assessment Schedule .....	11
Chemistry Scope and Sequence .....	12
Chemistry Assessment Schedule .....	13
Community and Family Studies Scope and Sequence .....	14
Community and Family Studies Assessment Schedule .....	15
Dance Scope and Sequence .....	16
Dance Assessment Schedule .....	17
Drama Scope and Sequence .....	18
Drama Assessment Schedule .....	19
English: Advanced Scope and Sequence .....	20
English: Advanced Assessment Schedule .....	21
English: Standard Scope and Sequence .....	22
English: Standard Assessment Schedule .....	23
English: Studies Scope and Sequence .....	24
English: Studies Assessment Schedule .....	25
Industrial Technology: Timber and Furniture Products Scope and Sequence .....	26
Industrial Technology: Timber and Furniture Products Assessment Schedule .....	27
Legal Studies Scope and Sequence .....	28
Legal Studies Assessment Schedule .....	29
Mathematics (2 Unit) Scope and Sequence .....	30
Mathematics (2 Unit) Assessment Schedule .....	31
Mathematics General 2 Scope and Sequence .....	32
Mathematics General 2 Assessment Schedule .....	33
Modern History Scope and Sequence .....	34
Modern History Assessment Schedule .....	35
Music Scope and Sequence .....	36
Music Assessment Schedule .....	37
Personal Development, Health and Physical Education Scope and Sequence .....	38
Personal Development, Health and Physical Education Assessment Schedule .....	39
Society and Culture Scope and Sequence .....	40
Society and Culture Assessment Schedule .....	41
Sport, Lifestyle and Recreation Scope and Sequence .....	42
Sport, Lifestyle and Recreation Assessment Schedule .....	43
Visual Arts Scope and Sequence .....	44
Visual Arts Assessment Schedule .....	45
Work Studies Scope and Sequence .....	46
Work Studies Assessment Schedule .....	47
Construction Scope and Sequence and Assessment Schedule .....	48
Hospitality: Kitchen Operations Scope and Sequence and Assessment Schedule .....	50
2018/2019 HSC Assessment Schedule Summary .....	52

## INFORMATION FOR SENIOR STUDENTS AND PARENTS/CAREGIVERS

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The following material is provided for the information of senior students at Thomas Reddall High School and their parents/caregivers regarding HSC Assessment. It is not definitive and reference should be made to school policy documents for further details.

The information is provided in a question/answer format to highlight the areas and issues about which students and their parents/caregivers should be aware.

1. **What is meant by assessment?**

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

2. **What must I do to have satisfactorily studied a course?**

NESA expects students to have:

- (a) followed the course developed or endorsed by the NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>;
- (c) achieved some or all of the course outcomes; and/or
- (d) completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) apply a 'N' (Non-completion) determination and advise the NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) advise the candidate of the submission and the right of appeal.

3. **What happens if I feel I cannot submit an assessment task on time and have a valid reason?**

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least one week prior to the due date, giving your reasons in writing. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

4. **What happens if I fail to attempt or submit a task on time without a valid reason?**

You will be awarded a zero for that task.

5. **What happens if I fail to attempt or submit a task?**

If you have a valid reason for a non-attempt, then you will be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Principal or Head Teacher. If the explanation is not accepted you will be awarded zero for that task.

6. **What are valid reasons?**

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

7. **What if I am absent when an assessment task is notified?**

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided.

8. **What happens if I know I am going to be absent for an assessment task?**

You should notify your teachers at your earliest convenience in writing, where possible. Giving your reasons in writing must be done at least two (2) full school days prior to the due date. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases.

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<sup>1</sup> This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities.

9. **What happens if I am unable to sit for an examination?**

If you are going to be absent from an examination (Final Preliminary/ Trial HSC Examinations) you must notify your class teacher, the Head Teacher of that subject, to make arrangements to sit for the examination(s) at a later date. You will not be able to sit for the examinations before the due date.

If you are ill, it is necessary to contact the school immediately. A Doctor's Certificate will be required to cover an absence from an examination. You must complete the 'Student Appeal Form' as soon as you return to school after your absence. This form is available from Head Teachers.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the school to obtain a NESA 'Illness and Misadventure' Appeal Form.

10. **Will my parents or caregiver be informed of any non-attempt?**

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

11. **Will my general behaviour throughout the year be taken into account for assessment purposes?**

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that "students apply themselves with diligence and sustained effort."

12. **Are there specific behaviours which will affect my assessment?**

Yes, any of the following actions will incur a zero mark for any assessment task:

- (a) cheating during an assessment task;
- (b) copying from another student and claiming that work as your own;
- (c) presenting an assignment which is clearly not your own work, which includes work completed by another individual on your behalf;
- (d) allowing other students to copy your work;
- (e) copying material with no due acknowledgement;
- (f) disrupting<sup>2</sup> an assessment task; and/or
- (g) truancy or absence from an assessment task without providing a satisfactory explanation.

13. **What if I don't make a serious attempt at an assessment task?**

A non-serious attempt will lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, insufficient evidence of the student's own work, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

14. **Can I leave an examination or set assessment task prior to the time set for its completion?**

No, except with the supervisor's permission in legitimate emergencies.

15. **Am I entitled to a review of my final assessment?**

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant Head Teacher. If that is not satisfactory then you should see the Deputy Principal.

16. **When may I lodge an appeal against a final HSC assessment?**

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal, using the 'Student Appeal Form'. No appeals will be considered after this date. A 'Student Appeal Form' is available from Head Teachers and the Deputy Principal.

17. **Am I entitled to a re-assessment of an individual assessment task?**

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two [2] full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a Head Teacher's decision refer to the answer to Question 16.

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<sup>2</sup> Dependent on the nature of the disruption, only one warning may be given.

18. ***Will I be warned if my certificate is at risk?***

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

19. ***How much warning will I get for each assessment task?***

A minimum of two (2) weeks' notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. You should also refer to the answer to question 7. The published dates in this book should not be altered by a teacher without your being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule Summary (p. 7), the School Calendar and consultation with the relevant Head Teacher.

20. ***What happens if a teacher/faculty wishes to vary the assessment requirements given to you?***

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

21. ***What feedback will I be given on my performance?***

For each task you will be told your assessment mark and provided with written feedback. You will be informed of your progressive ranking through the school reports.

22. ***How do I submit assessment tasks?***

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of task is noted.

23. ***Where can I check the schedule of assessment tasks and/or seek advice?***

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principals and the Principal should all be able to provide additional advice. A copy of this document is able to be accessed on the school's intranet.

24. ***How does my assessment result affect my final course mark?***

The assessment mark is moderated against the student's performance in the HSC examination. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

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# Student Appeal/Extension Form

Category (please tick one)

- Appeal due to illness, accident or misadventure
- Appeal in relation to the final assessment and/or course rank
- Extension of due date

Student's Name: \_\_\_\_\_

Course: \_\_\_\_\_ Task Number: \_\_\_\_\_

Nature of Assessment Task: \_\_\_\_\_

Due Date: \_\_\_/\_\_\_/\_\_\_ Class Teacher Name: \_\_\_\_\_

Reason for Appeal/Extension: (state details to support your case (or attach statement))

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Medical Certificate is attached: Yes  No

Additional information attached: Yes  No

\_\_\_\_\_/\_\_\_/\_\_\_      \_\_\_\_\_/\_\_\_/\_\_\_  
Signature of student      Date      Signature of Teacher      Date

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## Head Teacher Recommendation:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty

## Reason for decision:

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New Due Date: \_\_\_/\_\_\_/\_\_\_

\_\_\_\_\_/\_\_\_/\_\_\_      \_\_\_\_\_/\_\_\_/\_\_\_  
Signature of Head Teacher      Date      Signature of Principal      Date

Copies of this form are available from Head Teachers and the Administration Office

## Ancient History Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2017</b>	Ancient Society: Sparta Historical Egypt
<b>TERM ONE 2018</b>	Historical Egypt (Continued) Hatshepsut
<b>TERM TWO 2018</b>	Hatshepsut (continued) Core: Cities of Vesuvius Pompeii and Herculaneum
<b>TERM THREE 2018</b>	Core: Cities of Vesuvius Pompeii and Herculaneum (continued) Revision

### Course Outcomes

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world  
AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Ancient History Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Historical Period: Julio-Claudians	Core Study: Pompeii & Herculaneum	Personalities in their Times: Agrippina the Younger	Period, Core and Personality	
<b>Nature of Task</b>	Essay responses	Oral Presentation or Film	Source Analysis and Historical Analysis	Trial Examination	
<b>When</b>	Term 4 Week 10, 2018	Term 1 Week 9, 2019	Term 2 Week 8, 2019	Term 3 Weeks 1 & 2, 2019	
<b>Outcomes</b>	AH12-3, AH12-6, AH12-7, AH12-9	AH12-7, AH12-8, AH12-9	AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	
<b>Knowledge and understanding</b>	10	5	5	20	40
<b>Historical skills in the analysis and evaluation of sources and interpretations</b>	5	5	5	5	20
<b>Historical inquiry and research</b>		10	10		20
<b>Communication of historical understanding in appropriate forms</b>	5	5	5	5	20
<b>Weighting</b>	20	25	25	30	100



## Biology Scope and Sequence.

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HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Heredity
<b>TERM ONE 2019</b>	Genetic Change
<b>TERM TWO 2019</b>	Infectious Disease
<b>TERM THREE 2019</b>	Non- Infectious Disease and disorders

## Course Outcomes

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**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

**BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

**BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change

**BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system

**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

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Biology Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>			Depth Study		
<b>Nature of Task</b>	Modelling Task	Research Task	Practical Task	Trial Examination	
<b>When</b>	Term 4 Week 8, 2018	Term 1 Week 9, 2019	Term 2 Week 7, 2019	Term 3 Weeks 1 & 2,	
<b>Outcomes</b>	BIO11/12-2, BIO11/12-4, BIO11/12-7, BIO112-12	BIO11/12-5, BIO11/12-7, BIO12-12, BIO12-13	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO12-14	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
<b>Knowledge and understanding of course content</b>	5	10	5	20	40
<b>Skills in working scientifically</b>	20	10	20	10	60
<b>Weighting</b>	25	20	25	30	100

## Year 12 Business Studies Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Operations Management Role, Influences, Processes and Strategies of Operations
<b>TERM ONE 2019</b>	Marketing Role, Influences, Processes and Strategies of marketing
<b>TERM TWO 2019</b>	Finance Role, Influences, Processes and Strategies of Finance
<b>TERM THREE 2019</b>	Human Resource Role, Influences, Processes, Strategies and Effectiveness of Human Resources

### Course Outcomes

- H1 critically analyses the role of business in Australia and globally
- H2 evaluates management strategies in response to changes in internal and external influences
- H3 discusses the social and ethical responsibilities of management
- H4 analyses business functions and processes in large and global businesses
- H5 explains management strategies and their impact on businesses
- H6 evaluates the effectiveness of management in the performance of businesses
- H7 plans and conducts investigations into contemporary business issues
- H8 organises and evaluates information for actual and hypothetical business situations
- H9 communicates business information, issues and concepts in appropriate formats
- H10 applies mathematical concepts appropriately in business situations

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Business Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Operations	Marketing	All 4	Finance	
<b>Nature of Task</b>	Extended Response	Business Report	Trial Examination	Short answers	
<b>Outcomes</b>	H1 H4, H7, H9	H1,H4,H7,H8,H9	All Outcomes	H2,H4,H5,H6	
<b>When</b>	Term 4 Week 8	Term 2 Week 5	Term 3 Week 1/2	Term 3 Week 3	
<b>Knowledge and Understanding of Course Content</b>	10	10	10	10	40
<b>Stimulus-based skills</b>		5	5	10	20
<b>Inquiry and research</b>	10	5	5		20
<b>Communication of information, ideas and issues in appropriate forms</b>	5	5	5	5	20
<b>Weighting</b>	25	25	25	25	100

## Chemistry Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Equilibrium and Acid Reactions
<b>TERM ONE 2019</b>	Acid/Base Reactions
<b>TERM TWO 2019</b>	Organic Chemistry
<b>TERM THREE 2019</b>	Applying Chemical Ideas

## Course Outcomes

**CH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

**CH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

**CH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

**CH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

**CH11/12-5** analyses and evaluates primary and secondary data and information

**CH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

**CH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

**CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems

**CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models

**CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds

**CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Chemistry Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Module 5 and 6	Module 6 : Titration	Depth Study: Hydrocarbon – Module 7	Modules 5, 6, 7 and 8	
<b>Nature of Task</b>	Practical Investigation	Practical Test	Research Task	Trial Examination	
<b>When</b>	Term 1 Week 2, 2018	Term 2 Week 3-4, 2019	Term 2 Week 9, 2019	Term 3 Weeks 1 & 2,	
<b>Outcomes</b>	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7	CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	CH11/12-1, CH11/12-5, CH11/12-6, CH11/12-7, CH12-14	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15	
<b>Knowledge and understanding of course content</b>	10	5	10	15	40
<b>Skills in working scientifically</b>	10	20	15	15	60
<b>Weighting</b>	20	25	25	30	100

## Community and Family Studies Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Research Methodologies  Option: Individuals and Work
<b>TERM ONE 2019</b>	Option: Individuals and Work (Continued) Group in Context
<b>TERM TWO 2019</b>	Groups in Context Parenting and Caring
<b>TERM THREE 2019</b>	Parenting and Caring (Continued) Revision

## Course Outcomes

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

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

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Community and Family Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b> <b>Nature of Task</b>	Research Methodologies/ Individuals and Work IRP	Groups in Context  In Class ALARM response	All Units  Trial Examination	Parenting and Caring Support Networks/ Presentation	
<b>When</b>	Term 1, Week 3, 2018	Term 2, Week 7, 2019	Term 3, Week 1-2, 2019	Term 3, Week 4, 2019	
<b>Outcomes</b>	H2.2, H3.4, H4.1, H4.2, H 6.2	H 2.3, H3.3, H5.1	H1.1, H2.1, H3.1, H5.2	H3.2, H3.4, H6.1	
Knowledge and Understanding of: - research methodology and skills in researching, analysing and communicating - the influence of a range of societal factors on individuals and the nature of groups, families and communities - the contribution positive relationships make to individual, group, family and community wellbeing resource management and its role in ensuring individual, group, family and community wellbeing	5	10	15	10	40
Skills in: - skills in researching, critical thinking, analysing and communicating - Applying management processes to meet the needs of individuals, groups, families and communities - Planning to take responsible action to promote wellbeing	15	15	15	15	60
<b>Weighting</b>	20	15	30	25	100



## Dance Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Core Performance Dance- inc process diary and Safe Dance 'Sarabande'
<b>TERM ONE 2019</b>	Rehearse Core Performance dance Begin Composing works/Compositional Process 'Terrain' Development of Major Study and Process Diary
<b>TERM TWO 2019</b>	Rehearse Core Performance dance Demonstration of Composition (student performer), process diary and interview
<b>TERM THREE 2019</b>	Critical Analysis of both Dance Works Complete Major Study Trial HSC Dance Analysis revision

## Course Outcomes

- H1.1 understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 performs, composes and appreciates dance as an art form
- H1.3 appreciates and values dance as an art form through the interrelated experiences of performing, composing and appreciating dances
- H1.4 acknowledges and appreciates the relationship of dance and other media
- H2.1 understands performance quality, interpretation and style relating to dance performance
- H2.2 performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration of safe dance practices
- H2.3 values the diversity of dance performance
- H3.1 identifies and selects the appropriate elements of composition/ choreography in response to a specific concept/intent
- H3.2 demonstrates the use of the elements of composition/ choreography in a personal style in response to a specific concept/intent
- H3.3 recognises and values the role of dance in achieving individual expression
- H3.4 explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 utilises the skills of research and analysis to examine dance as an art form
- H4.4 demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 acknowledges that the art form of dance is enhanced through reflective practice, study and evaluation

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Dance Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b> <b>Nature of Task</b>	Core Performance Under Development  Presentation including process diary, critical analysis and evaluation performance quality, interpretation and style, and safe practice research.	Major Study  Performance and Submission of work in progress including formal elaboration and process diary analysis of process, decisions and problem solving	Core Composition  Performance and Submission of Process diary with rationale, critical analysis and informal interview.	Written Core Appreciation Examination  Trial Examination	
<b>When</b>	Term 4 Week 9, 2018	Term 1 Week 9-10, 2019	Term 2 Week 9, 2019	Term 3 Weeks 1 & 2,	
<b>Outcomes</b>	H1.1, H2.1, H2.2	*	H1.2, H3.1, H3.2, H4.4	H4.1, H4.2, H4.3 *	
<b>Performance</b>	20				20
<b>Composition</b>			20		20
<b>Appreciation</b>				20	20
<b>Major Study</b>		30		10	40
<b>Weighting</b>	20	30	20	30	100

\* Teacher will select the appropriate outcomes based on the major Study option selected by each student.

## Drama Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Australian Drama and Theatre: Dramatic Traditions in Australia- Norm & Ahmed and The Removalists Individual Project
<b>TERM ONE 2019</b>	Studies in Drama and Theatre: The Voice of Women in Theatre – Top Girls and Jump for Jordan Individual Project (continued)
<b>TERM TWO 2019</b>	Group Performance Individual Project (continued)
<b>TERM THREE 2019</b>	Group Performance Individual Project (continued) Revision

## Course Outcomes

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 values innovation and originality in group and individual work

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H2.4 appreciates the dynamics of drama as a performing art

H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Drama Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Topic	<b>Individual Project</b>	<b>Dramatic Traditions in Australia and the Voice of Women in Theatre</b>	<b>Group Performance</b>	<b>Trial HSC Examination</b>	
Nature of Task	Students present their individual project/performance and logbook, showing works in progress	Students submit two written essays	Students present their group performance and logbook.	Part A: Group Performance Part B: Individual Performance Part C: Written Exam	
When	Term 1, Week 2	Term 1, Week 10	Term 2, Week 7	Term 3, Week 1 & 2	
Outcomes	H1.2, H1.3, H2.2, H2.3	H1.2, H1.7, H3.1, H3.2, H3.3	H1.1, H1.3, H1.4, H1.6, H2.1, H2.2,	H1.1, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing	10		10	10	30
Critically Studying		20		10	30
Total	20	30	20	30	100

## Advanced English Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Mandatory Module: Texts and Human Experiences Merchant of Venice
<b>TERM ONE 2019</b>	Module A: Textual Conversations Mrs Dalloway and The Hours
<b>TERM TWO 2019</b>	Module B: Critical Study of Literature Poetry of T. S. Elliot
<b>TERM THREE 2019</b>	Craft of Writing

### Course Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## English: Advanced Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Mandatory Module: Texts and Human Experiences – Merchant of Venice	Module A: Textual Conversations – Mrs Dalloway and The Hours	Module B: Critical Study of Literature – Poetry of T. S. Elliot	Craft of Writing	
<b>Nature of Task</b>	Essay	Multimedia Presentation	Trial Examination	Creative Writing Piece	
<b>When</b>	Term 4 Week 9, 2018	Term 1, Week 7, 2019	Term 3, Week 1 and 2, 2019	Term 3, Week 4, 2019	
<b>Outcomes</b>	EN12-1, EN12-7, EN12-9	EN12-2, EN12-6, EN12-8	EN12-1, EN12-3, EN12-5	EN12-4, EN12-5	
<b>Knowledge and understanding of course content</b>	10	15	15	10	50
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	10	10	15	15	50
<b>Weighting</b>	20	25	30	25	100

## Standard English Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Mandatory Module: Texts and Human Experiences Billy Elliot (Film)
<b>TERM ONE 2019</b>	Module A: Language Identity and Culture Contemporary Asian Poetry
<b>TERM TWO 2019</b>	Module B: Close Study of Literature The Curious Incident of the Dog in the Night Time
<b>TERM THREE 2019</b>	Craft of Writing

### Course Outcomes

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

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## English: Standard Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Mandatory Module: Texts and Human Experiences – Billy Elliot	Module A: Language Identity and Culture – Contemporary Asian Poetry	Module B: Close study of Literature – The Curious Incident of the Dog in the Night Time	Craft of Writing	
<b>Nature of Task</b>	Essay	Multimedia Presentation	Trial Examination	Creative Writing Piece	
<b>When</b>	Term 4 Week 9, 2018	Term 1, Week 7, 2019	Term 3, Week 1 and 2, 2019	Term 3, Week 5, 2019	
<b>Outcomes</b>	EN12-1, EN12-7, EN12-9	EN12-2, EN12-6, EN12-8	EN12-1, EN12-3, EN12-5	EN12-4, EN12-5	
<b>Knowledge and understanding of course content</b>	10	15	15	10	50
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	10	10	15	15	50
<b>Weighting</b>	20	25	30	25	100



## English Studies Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Texts and Human Experiences Billy Elliot
<b>TERM ONE 2019</b>	Module A: We are Australians Puberty Blues (Novel)
<b>TERM TWO 2019</b>	Module C: On the Road
<b>TERM THREE 2019</b>	Module F: MiTunes and Text

### Course Outcomes

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes*

# English Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Mandatory Module: Texts and Human Experiences	Module A: We are Australians	Module C: On the Road	Module F: MiTunes and Text	
<b>Nature of Task</b>	Essay	Multimedia Presentation	Trial Examination	Short Answer Response Task	
<b>When</b>	Term 4 Week 9, 2018	Term 1, Week 7, 2019	Term 3, Week 1 and 2, 2019	Term 3, Week 5, 2019	
<b>Outcomes</b>	ES12-1, ES12-5, ES12-9	ES12-3, ES12-6, ES12-9	ES12-1, ES12-7, ES12-8	ES12-4, ES12-8, ES12-10	
<b>Knowledge and understanding of course content</b>	10	15	15	10	50
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	10	10	15	15	50
<b>Weighting</b>	20	25	30	25	100

## Industrial Technology - Timber Products and Furniture Technologies: Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Industry Study: Study of a business in timber and furniture industry. Project Design, Management and Communication: major project selection, material Calculation, workshop drawings, ordering and obtaining timber
<b>TERM ONE 2019</b>	Timber and furniture industry related manufacturing Technology. Major Project production
<b>TERM TWO 2019</b>	Project Design, Management and Communication (continued): Major project construction procedure, evaluation of completed processes. Major Project production
<b>TERM THREE 2019</b>	Project Design, Management and Communication (Continued): Major project construction procedure, evaluation of completed processes. Major Project production

### Course Outcomes

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles effectively through the production of a Major Project
- H4.1 demonstrates competence in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Industrial Technology: Timber Products and Furniture Technologies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Major Project	Material, Process and Finishing	Industry Related Manufacturing Technology		
<b>Nature of Task</b>	Portfolio Work	Research Task		Trial Examination	
<b>When</b>	Term 4 Week 5, 2018	Term 1, Week 7, 2019	Term 2, Week 5, 2019	Term 3 Weeks 1 & 2	
<b>Outcomes</b>	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H1.3, H7.1, H7.2	H1.2, H7.2	H1.1, H1.2, H1.3, H7.1, H7.2, H5.1	
<b>Statement of Intent, Ideas development and Research</b>		10	10	5	25
<b>Drawings and Calculations</b>		10	5	10	25
<b>Selection and Justification of components, processes and other resources</b>		10	5	5	20
<b>Time, Finance and production management</b>			10	10	20
<b>Evaluation</b>		5		5	10
<b>Weighting</b>	0	35	30	35	100

## Legal Studies Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Option: Family Law Option: Shelter
<b>TERM ONE 2019</b>	Option: Shelter Continued Core : Crime
<b>TERM TWO 2019</b>	Core : Crime Continued Core: Human Rights
<b>TERM THREE 2019</b>	Core: Human Rights Continued

### Course Outcomes

- H1.** Identifies and applies legal concepts and terminology
- H2.** Describes and explains key features of and the relationship between Australian and international law
- H3.** Analyses the operation of domestic and international legal systems
- H4.** Evaluates the effectiveness of the legal system in addressing issues
- H5.** Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- H6.** Assesses the nature of the interrelationship between the legal system and society
- H7.** Evaluates the effectiveness of the law in achieving justice
- H8.** Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
- H9.** Communicates legal information using well-structured and logical arguments
- H10.** Analyses differing perspectives and interpretations of legal information and issues.

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Legal Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Family	World Order	All Topics	Human Rights	
<b>Nature of Task</b>	Essay	Report	Trial Examination	Visual Display	
<b>Date Due</b>	Term 4 Week 8	Term 1 Week 8	Term 3 Week 1/2	Term 3 Week 5	
<b>Outcomes</b>	H4,H6,H8, H9	H3,H4,H5,H8	All Outcomes	H2, H5,H8,H10	
<b>Knowledge and Understanding of Course Content</b>	10	10	10	10	40
<b>Analysis and Evaluation</b>	5	5	5	5	20
<b>Inquiry and Research</b>		10		10	20
<b>Communication of Legal Issues and Ideas in Appropriate forms</b>	5		15		20
<b>Weighting %</b>	20	25	30	25	100

## Mathematics Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Locus and parabola Applications of geometric properties Coordinate methods in geometry Geometrical applications of differentiation
<b>TERM ONE 2019</b>	Integration Trigonometric functions Logarithmic and exponential functions
<b>TERM TWO 2019</b>	Logarithmic and exponential functions (continued) Applications of calculus to the physical world Probability
<b>TERM THREE 2019</b>	Series applications HSC Revision

## Course Outcomes

- H1 seeks to apply mathematical techniques to problems in a wide range of practical contexts
- H2 constructs arguments to prove and justify results
- H3 manipulates algebraic expressions involving logarithmic and exponential functions
- H4 expresses practical problems in mathematical terms based on simple given models
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- H6 uses the derivative to determine the features of the graph of a function
- H7 uses the features of a graph to deduce information about the derivative
- H8 uses techniques of integration to calculate areas and volumes
- H9 communicates using mathematical language, notation, diagrams and graphs

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Mathematics (2 Unit) Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>					
<b>Nature of Task</b>	Topic Test	Half Yearly Examination	Assignment	Trial Examination	
<b>When</b>	Term 4 Week 7, 2018	Term 1, Week 8, 2019	Term 2, Week 3, 2019	Term 3, Week 1 & 2, 2019	
<b>Outcomes</b>					
<b>Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts</b>	5	15	10	20	50
<b>Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models</b>	5	15	10	20	50
<b>Weighting</b>	10	30	20	40	100



## Mathematics General 1 Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Rates and ratio Investments and loans Networks concepts
<b>TERM ONE 2019</b>	Non-right-angled trigonometry Simultaneous linear equations Bivariate data analysis
<b>TERM TWO 2019</b>	Annuities Non-linear relationships The normal distribution
<b>TERM THREE 2019</b>	Critical path analysis HSC Revision

### Course Outcomes

- MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions
- 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
- MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems
- MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments
- MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms
- MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
- MS2-12-8 solves problems using networks to model decision-making in practical problems
- 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
- MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

# Mathematics General 1 Scope & Sequence

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>					
<b>Nature of Task</b>	Open Book Test	Topic Test	Assignment	Trial Examination	
<b>When</b>	Term 4 Week 7, 2018	Term 1, Week 8, 2019	Term 2, Week 3, 2019	Term 3, Week 1 & 2, 2019	
<b>Outcomes</b>				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	
<b>Understanding, Fluency and Communicating</b>	5	15	15	15	50
<b>Problem Solving, Reasoning and Justification</b>	10	10	15	15	50
<b>Weighting</b>	15	25	30	30	100

## Modern History Scope and Sequence

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	National Study: USA 1919 - 1941 Peace and Conflict: Option D – The Cold War 1945 - 1991
<b>TERM ONE 2019</b>	Peace and Conflict: Option D – The Cold War 1945 - 1991 (Continued) Change in the Modern World: Option F – Apartheid in South Africa 1960 - 1994
<b>TERM TWO 2019</b>	Change in the Modern World: Option F – Apartheid in South Africa 1960 - 1994 (continued) Core Study: Power and Authority in the Modern World 1919 - 1946
<b>TERM THREE 2019</b>	Core Study: Power and Authority in the Modern World 1919 - 1946 (continued) Revision

### Course Outcomes

**MH12-1** accounts for the nature of continuity and change in the modern world

**MH12-2** proposes arguments about the varying causes and effects of events and developments

**MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past

**MH12-4** analyses the different perspectives of individuals and groups in their historical context

**MH12-5** assesses the significance of historical features, people, ideas, movements, events

**MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument

**MH12-7** discusses and evaluates differing interpretations and representations of the past

**MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Modern History Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	USA 1919 – 1941	The Cold War 1945 – 1991	All Topics	Power and Authority in the Modern World 1919 -1946	
<b>Nature of Task</b>	In-class essay	Visual presentation	Trial HSC exam	Source analysis	
<b>Due</b>	Term 4, Week 8	Term 1, Week 6	Term 3, Week 1 -2	Term 3, Week 5	
<b>Outcomes</b>	MH12-2, MH12-5, MH12-9	MH12-3, MH12-4, MH12-7, MH12-8	MH12-1, MH12-2, MH12-5, MH12-6, MH12-7, MH12-9	MH12-3, MH12-5, MH12-6, MH12-9	
<b>Knowledge &amp; Understanding</b>	10	10	10	10	40
<b>Historical Skills</b>			5	15	20
<b>Historical inquiry and research</b>	5	10		5	20
<b>Communication</b>		5	15		20
<b>Weighting</b>	15	25	30	30	100

## Music 1 Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Popular Music: Mainstream Popular Music from 1960 to present day
<b>TERM ONE 2019</b>	Music of the Twentieth and Twenty-first Century: Popular Music and Artists from 1900 to present day with an alternate focus
<b>TERM TWO 2019</b>	Music of a Culture: Independent study
<b>TERM THREE 2019</b>	HSC examination preparation: Practical Examination and Aural preparation

## Course Outcomes

- H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 critically evaluates and discusses performances and compositions
- H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H9 performs as a means of self-expression and communication
- H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H11 demonstrates a willingness to accept and use constructive criticism

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Music 1 Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Core Performance	Composition	Elective Option for Topic 2 and 3		
<b>Nature of Task</b>	Presentation	Portfolio	Presentation and Submission	Trial Examination	
<b>When</b>	Term 4 Week 8, 2018	Term 1 Week 6, 2019	Term 2 Week 6, 2019	Term 3 Weeks 1 & 2,	
<b>Outcomes</b>	H1, H2	H2, H3, H4, H5, H6, H7	H1, H2, H3, H4, H5, H6, H7, H8*	H4, H6, H8	
<b>Performance</b>	10				10
<b>Composition</b>		10			10
<b>Aural</b>				25	25
<b>Musicology</b>		10			10
<b>Elective</b>		15	30		45
<b>Weighting</b>	10	35	30	25	100

\*Teachers will select appropriate outcomes based on Elective options selected by each student

## Personal Development, Health and Physical Education Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	HSC Core 2: Factors Affecting Performance
<b>TERM ONE 2019</b>	HSC Option 4: Improving Performance HSC Core 1: Health Priorities in Australia
<b>TERM TWO 2019</b>	HSC Core 1: Health Priorities in Australia (continued) HSC Option 3: Sports Medicine
<b>TERM THREE 2019</b>	HSC Option 3: Sports Medicine (continued) Revision

### Course Outcomes

- H1 describes the nature and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for health promotion based on the Ottawa Charter
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Personal Development, Health and Physical Education Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>  <b>Nature of Task</b>	Core 2: Factors Affecting Performance	Option 4: Improving Performance	Core 1: Health Priorities in Australia	Core 1, Core 2, Option 3 and Option 4  Trial Examination	
<b>When</b>	Term 4 Week 9, 2018	Term 1 Week 6, 2019	Term 2 Week 6, 2019	Term 3 Weeks 1 & 2,	
<b>Outcomes</b>	H7, H8, H9, H10, H11, H16, H17	H7, H8, H9, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17	
<b>Knowledge and understanding of course content</b>	10	10	5	15	40
<b>Skills in critical thinking, analysing and communicating</b>	20	10	20	10	60
<b>Weighting</b>	25	20	25	30	100



## Society and Culture Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Continuity and Change : Core section Focus Country - India Personal Interest Project
<b>TERM ONE 2019</b>	Popular Culture : Depth Study 1 Focus Study – Rock and Roll Personal Interest Project
<b>TERM TWO 2019</b>	Popular Culture : Depth Study 1 (Continued) Personal Interest Project (Continued ) Belief Systems : Depth Study 2 Focus Study - Hinduism
<b>TERM THREE 2019</b>	Personal Interest Project (Continued ) Belief Systems : Depth Study 2 (Continued ) Focus Study : Hinduism Revision

## Course Outcomes

- H1 evaluates and effectively applies social and cultural concepts
- H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5 analyses continuity and change and their influence on personal and social futures
- H6 evaluates social and cultural research methods for appropriateness to specific research tasks
- H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9 applies complex course language and concepts appropriate for a range of audiences and contexts
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Society and Culture Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Social and Cultural Continuity and Change	Popular Culture	Belief Systems	<b>All Topics</b>	
<b>Nature of Task</b>	<b>Research Task /Report</b>	<b>Media Interview</b> <b>Analysis/</b>	<b>Extended Response and annotations</b>	<b>Trial HSC Examination</b>	
<b>When</b>	Term 4, Week 7, 2018	Term 1, Week 8, 2019	Term 2, Week 8, 2019	Term 3 Week 1 & 2, 2019	
<b>Outcomes</b>	H1, H3, H5, H7	H2, H3, H9, H10	H2, H3, H7, H10	H1, H2, H3, H4, H6	
<b>Knowledge and understanding</b>	10	10	10	20	50
<b>Application and evaluation of social and cultural research methods</b>	10	10		10	30
<b>Communication of information, ideas and issues in appropriate forms</b>		10	10		20
<b>Weighting</b>	20	30	20	30	100

## Sport, Lifestyle and Recreation Scope and Sequence.

HSC	Topic/Unit of work
<b>TERM FOUR 2018</b>	Social perspectives of games and sports
<b>TERM ONE 2019</b>	Sports Coaching Team Handball
<b>TERM TWO 2019</b>	Fitness Flag Football
<b>TERM THREE 2019</b>	Resistance training Golf

### Course Outcomes

- 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 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
- 1.1 recognises the skills and abilities required to adopt roles that support health, safety and physical activity accepts responsibility for personal and community health
- 1.2 willingly participates in regular physical activity
- 1.3 values the importance of an active lifestyle
- 1.4 values the features of a quality performance strives to achieve quality in personal performance

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Sport, Lifestyle and Recreation Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Social Perspectives	Sports Coaching	Fitness	Resistance Training	
<b>Nature of Task</b>					
<b>When</b>	Term 4 Week 9, 2018	Term 1, Week 9, 2019	Term 2, Week 9, 2019	Term 3 Week 4	
<b>Outcomes</b>	1.4, 2.4, 3.7, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
<b>Knowledge and Understanding</b>	15	10	10	15	50
<b>Skills</b>	10	10	10	10	50
<b>Weighting</b>	25	20	20	25	100

## Visual Arts Scope and Sequence.

<b>HSC</b>	<b>Topic/Unit of work</b>
<b>TERM FOUR 2018</b>	<b>The Conceptual Framework/Artist Practice</b>
<b>TERM ONE 2019</b>	<b>The Post Modern Frame/ The Structural Frame</b>
<b>TERM TWO 2019</b>	<b>The Cultural Frame/The Subjective Frame</b>
<b>TERM THREE 2019</b>	<b>Resolution and Revision</b>

## Course Outcomes

A student:

- H1: initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
- H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
- H3: demonstrates an understanding of the frames when working independently in the making of art
- H4: selects and develops subject matter and form in particular ways as representations in art making
- H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
- H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
- H7: applies their understanding of practice in art criticism and art history
- H8: applies their understanding of the relationships among the artist, artwork, world and audience.
- H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
- H10: constructs a body of significant histories, critical narratives and other documentary accounts of representation in the visual arts

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Visual Arts Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>  <b>Nature of Task</b>	Development of Body of Work  VAPD documenting, initial art making experimentation and investigation, analysis of art making practice through the frames, research and comparative analysis of student practice and selected artists' practice	Essay – Extended written Research response	Development of the Body of Work  Presentation of VAPD, and artworks under development.	Part A - Art Criticism and Art History Part B –Body of Work  Part A -Trial Examination Part B – Finalise BOW and refine VAPD and Curation of works for HSC submission	
<b>When</b>	Term 4 Week 7, 2018	Term 4, Week 7, 2018	Term 1, Week 10, 2019	Term 3 Weeks 1 & 2 and Weeks 4 & 5	
<b>Outcomes</b>	H1, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	H7, H8, H9, H10	
<b>Art Marking</b>	15		25	10	50
<b>Critical and Historical Studies</b>	15	15	10	10	50
<b>Weighting</b>	30	15	35	20	100

## Work Studies Scope and Sequence.

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<b>HSC</b>	<b>Topic/Unit of work</b>
<b>TERM FOUR 2018</b>	Teamwork and Enterprise Skills Managing Work and Life Commitments
<b>TERM ONE 2019</b>	Personal Finance Workplace Issues
<b>TERM TWO 2019</b>	Self Employment
<b>TERM THREE 2019</b>	Experiencing Work

## Course Outcomes

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1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people's working lives


*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Work Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Component Total
<b>Topic</b>	Experiencing Work	Personal Finance	Self-Employment	All Units	
<b>Nature of Task</b>	Report and Presentation	Research Task	Case Study	Trial Examination	
<b>When</b>	Term 4 Week 6	Term 1, Week 9	Term 2, Week 10	Term 3, week 1/2	
<b>Outcomes</b>	1,2,3,4,5, 9	4,5,7,8,9	1,2,3,4,5,7,8	1,2,3,4,5,6,7,8,9	
<b>Knowledge and Understanding</b>	5	10	10	5	30
<b>Skills</b>	10	20	30	10	70
<b>Weighting</b>	15	30	40	15	100




# Construction Assessment Schedule and Scope and Sequence

 <p style="text-align: center;">ULTIMO 90072  <b>CONSTRUCTION ASSESSMENT SCHEDULE</b>                      Preliminary Year 2018 - HSC 2019                      QUALIFICATION: CPC20211 Certificate II in Construction Pathways                      Training Package: CPC08 Construction and Property Services v 9.1</p>							<b>NESA course code</b> 2 U X 2 YR 26201 <b>LMBR UI Code:</b> 11CPC20211326201B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements  Exam estimate mark & weighting to total 100%
	<b>5 PRELIMINARY UOCs</b>						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b>  Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table Practical</b> , Teacher observations and written test.	40% Preliminary Exam  35 hrs. Work placement
	<b>9 HSC UOCs</b>						
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground  Apply basic levelling procedures	E	E	25	<b>Cluster D - School Project – Concreting</b>  Practical, Teacher observations and written test.	

Terms 4/5	CPCCCM2006B	Carry out measurements and calculations	E	E	15		35 hrs. Work placement
	CPCCCM1015A	Carry out concreting to simple forms	C	M	20		
	CPCCCO2013A	Read and interpret plans and specifications	E	E	20		
	CPCCCM2001A		C	M	20		
							60% Trial HSC Exam
Terms 6/7	CPCCCWF2001A	Handle wall and floor tiling materials	E	E	25	<b>Cluster E – Wall and Floor Tiling</b>	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
	CPCCCWF2002A	Use wall and floor tiling tools and equipment	E	E	10	Practical, Teacher observations and written test	
<b>Work placement</b>	CPCCCM1014A	Conduct workplace communication	C	E	10	<b>Cluster F - WPL Journal</b>	
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25	Teacher observations and Written test, Third party evidence	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>					Total hours	240	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>

## Hospitality: Kitchen Operations Assessment Schedule and Scope and Sequence

 <b>ULTIMO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2018 - HSC 2019</b> QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality V1.1							<b>NESA course code</b>  2 U X 2 YR  26511  <b>LMBR code</b> 11SIT20416126511 B	
TERM	Unit Code	Units Of Competency	AQF	HSC	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
<b>9 PRELIMINARY UOCs</b>							Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b>  Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam	
	SITXWHS001	Participate in safe work practices	C	M	15			
	SITHCCC002	Prepare and present simple dishes	E	E	20			
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Introduction to the Commercial Kitchen</b>  Scenario, Written task, Observation of practical work	35 hrs  Work placement	
	SITHCCC003	Prepare and present sandwiches	E	E	10			
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15			

Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Prepare and Cook Food Safely</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	60% Trial HSC Exam  35 hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
<b>5 HSC UOCs</b>							
Terms 4 - 6	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	<b>Cluster D: Quality Meals</b> Written task & observation of practical work  Portfolio of evidence including service periods.	
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Written task</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination	

- All VET cluster dates are TBC in 2019.

## Assessment Calendar

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### Term 4

Week	Subjects with Tasks due
<u>4</u>	
<u>5</u>	Industrial Technology
<u>6</u>	Work Studies
<u>7</u>	Mathematics, General Mathematics, Society and Culture & Visual Arts
<u>8</u>	Biology, Legal Studies , Music, Business Studies
<u>9</u>	Advanced and Standard English, Dance, PD/H/PE, SLR
<u>10</u>	Ancient History, Modern History

### Term 1

Week	Subjects with Tasks due
<u>1</u>	
<u>2</u>	Chemistry, Drama
<u>3</u>	CAFS
<u>4</u>	
<u>5</u>	
<u>6</u>	Modern History, Music, PE
<u>7</u>	English (all courses) , Industrial Technology
<u>8</u>	Mathematics, General Mathematics, Legal Studies, Society and Culture
<u>9</u>	Biology, Dance, SLR, Work Studies, Ancient History
<u>10</u>	Dance, Drama, Visual Arts

## Term 2

Week	Subjects with Tasks due
<u>1</u>	
<u>2</u>	Society & Culture
<u>3</u>	Chemistry Practical, Mathematics, General Mathematics
<u>4</u>	Chemistry Practical
<u>5</u>	Business Studies, Industrial Technology
<u>6</u>	Music, PD/H/PE
<u>7</u>	Biology, CAFS, Drama
<u>8</u>	Ancient History, Business Studies
<u>9</u>	Chemistry, Dance, SLR
<u>10</u>	Work Studies

## Term 3

Week	Subjects with Tasks due
<u>1</u>	Trial HSC
<u>2</u>	Trial HSC
<u>3</u>	Business Studies , Advanced English
<u>4</u>	CAFS, SLR
<u>5</u>	English (Standard & Studies) , Legal Studies, Modern History
<u>6</u>	
<u>7</u>	
<u>8</u>	
<u>9</u>	
<u>10</u>	

