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# **Higher School Certificate Assessment Information and Schedule**

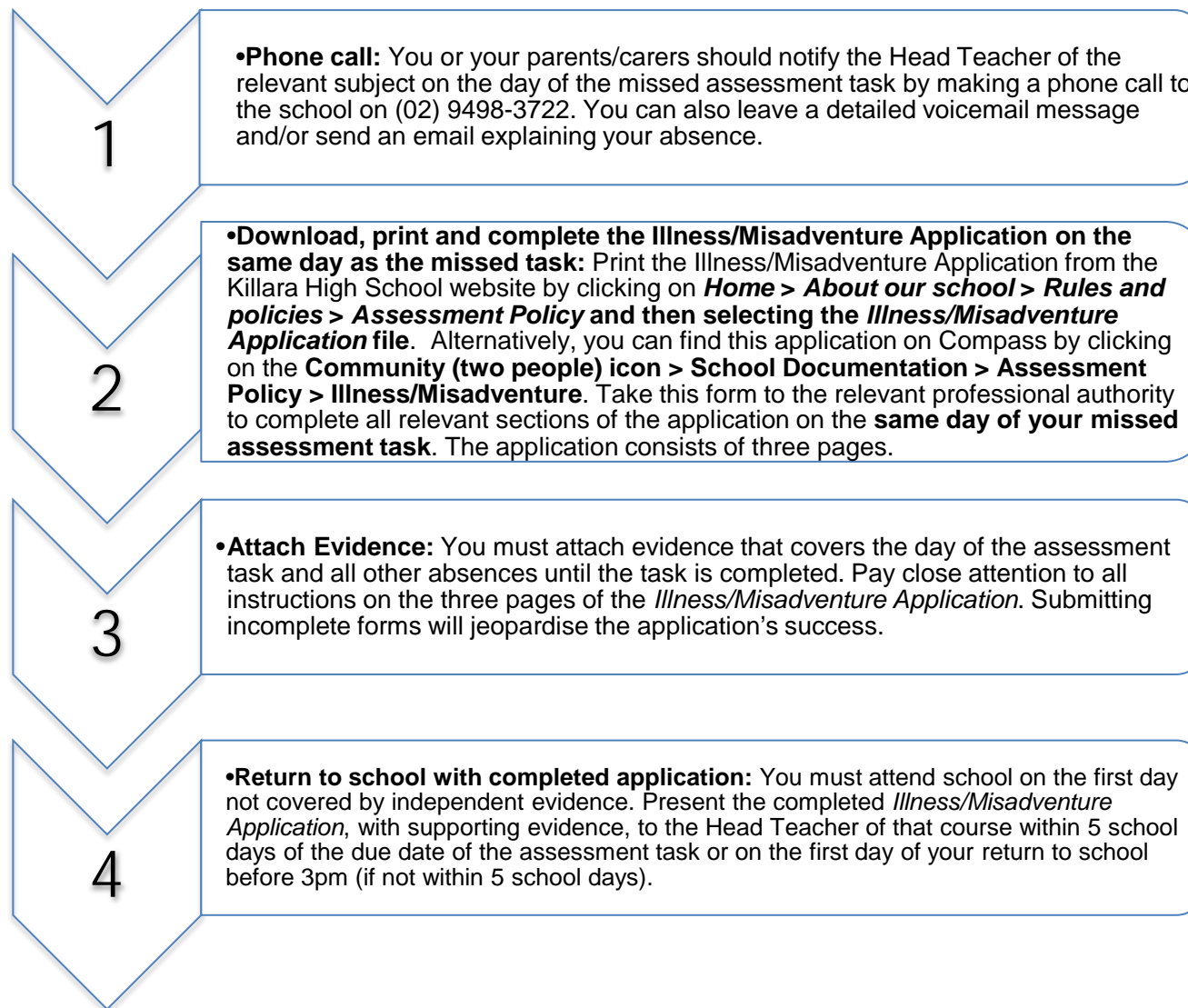
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## **Year 12 - 2019**

*To be read in conjunction with the Killara High School Assessment Policy*

# Illness and Misadventure Summary Process

If you are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 5 school days of the due date of the assessment task. This process is mandatory for Year 12 students.



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## Foreword

Dear Student and Parent/Carer,

Please ensure that you read this booklet, in conjunction with the Killara High School Assessment Policy Booklet (revised March 2017), and return the slip included in this booklet to Mr Robin Chand, Deputy Principal, by **Thursday 25 October 2018**, if you and your son/daughter **DO NOT** understand or **ARE NOT** prepared to abide by the Assessment Policy of this school. The NSW Education Standards Authority (NESA) Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on NESAs website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## The New South Wales Higher School Certificate

The Higher School Certificate is the highest educational award you can gain in New South Wales schools. It is an internationally recognised credential that provides a strong foundation for the future, whether you wish to pursue tertiary qualifications, vocational training or employment.

**For most HSC board developed courses, they comprise of a moderated school based assessment mark (50% of the total mark in each course) and the external HSC examination mark (the other 50%). The combined mark is reported on your Higher School Certificate Record of Achievement. School based assessment is the focus of this booklet.**

### Scheduling of Assessment Tasks

Assessment in the HSC uses a **variety** of tasks. Assessment tasks, therefore, might occur at different times in different courses. Listed below are the periods available within the school year when assessments occur.

Time	Scheduled Assessment Periods
TERM 4, 2018	Assessment according to a published schedule
TERM 1, 2019	Assessment according to a published schedule
TERM 2, 2019	Assessment according to a published schedule
TERM 3, 2019	<b>THE TRIAL HSC EXAMINATIONS - Weeks 1 - 3 (23 July – 9 August 2019) and assessments according to published schedule.</b>

This booklet outlines the nature of the assessment tasks within Killara High School for each course, and includes the following information:

- ♦ The assessment components and their weightings for each course
- ♦ When assessment tasks will take place. These dates may change and students will be given notice at least two weeks prior to the submission date of the final date.
- ♦ The nature of each assessment task (e.g. assignment, test, project, etc)

A detailed description including outcomes to be assessed and marking criteria or guidelines for a task will be issued at least two weeks before the task is to be completed.

**To: Killara High School**

We have read Killara High School's 2018/2019 HSC Assessment Information and Schedule Booklet and **DO NOT** accept the student responsibilities outlined in this document and/or stated school responsibilities and its implications.

Please arrange a meeting to discuss our concerns regarding the Killara High School 2018/2019 HSC Information and Schedule Booklet.

Student's Name: \_\_\_\_\_  
(Please Print)

Signature of Student: \_\_\_\_\_

Signature(s) of parent(s)/caregiver(s): \_\_\_\_\_

\_\_\_\_\_

Contact Phone No. \_\_\_\_\_

Date: \_\_\_\_\_

*(Please detach this page and return to the school, if applicable)*





# Killara High School – TERM FOUR, 2018 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> <b>B</b>	15/10	16/10	17/10	18/10	19/10
<b>Week 2</b> <b>A</b>	22/10	23/10	24/10	25/10	26/10
<b>Week 3</b> <b>B</b>	29/10	30/10	31/10	1/11	2/11
<b>Week 4</b> <b>A</b>	5/11	6/11	7/11	8/11	9/11
<b>Week 5</b> <b>B</b>	12/11	13/11	14/11	15/11	16/11
<b>Week 6</b> <b>A</b>	19/11	20/11	21/11	22/11	23/11
<b>Week 7</b> <b>B</b>	26/11	27/11	28/11	29/11	30/11
<b>Week 8</b> <b>A</b>	3/12	4/12	5/12	6/12	7/12
<b>Week 9</b> <b>B</b>	10/12	11/12	12/12	13/12	14/12
<b>Week 10</b> <b>A</b>	17/12	18/12	19/12 <b>Last Day of Term 4 for Students</b>	20/12 <b>School Development Day</b>	21/12 <b>School Development Day</b> <b>Last day Term 4</b>

# Killara High School – TERM ONE, 2019 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> <b>A</b>	28/1 <b>Public Holiday</b> <b>Australia Day</b>	29/1 <b>School Development Day</b>	30/1 Yr 7, 11 & 12 return + new enrolments	31/1 Whole school returns Assembly (Hall)	1/2
<b>Week 2</b> <b>B</b>	4/2	5/2	6/2	7/2	8/2
<b>Week 3</b> <b>A</b>	11/2	12/2	13/2	14/2	15/2
<b>Week 4</b> <b>B</b>	18/2	19/2	20/2	21/2	22/2
<b>Week 5</b> <b>A</b>	25/2	26/2	27/2	28/2	1/3
<b>Week 6</b> <b>B</b>	4/3	5/3	6/3	7/3	8/3
<b>Week 7</b> <b>A</b>	11/3 <b>Year 12 Workshops and Study Skills</b>	12/3 <b>Year 12 Workshops and Study Skills</b>	13/3 <b>Year 12 Workshops and Study Skills</b>	14/3 <b>Year 12 Workshops and Study Skills</b>	15/3 <b>Year 12 Workshops and Study Skills</b>
<b>Week 8</b> <b>B</b>	18/3	19/3	20/3	21/3	22/3
<b>Week 9</b> <b>A</b>	25/3	26/3	27/3	28/3	29/3
<b>Week 10</b> <b>B</b>	1/4	2/4	3/4	4/4	5/4
<b>Week 11</b> <b>A</b>	8/4	9/4	10/4	11/4	12/4

# Killara High School – TERM TWO, 2019 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> <b>B</b>	29/4 School Development Day	30/4 Students Return Term 2	1/5	2/5	3/5
<b>Week 2</b> <b>A</b>	6/5	7/5	8/5	9/5	10/5
<b>Week 3</b> <b>B</b>	13/5	14/5	15/5	16/5	17/5
<b>Week 4</b> <b>A</b>	20/5	21/5	22/5	23/5	24/5
<b>Week 5</b> <b>B</b>	27/5	28/5	29/5	30/5	31/5
<b>Week 6</b> <b>A</b>	3/6	4/6	5/6	6/6	7/6
<b>Week 7</b> <b>B</b>	10/6 Queen's Birthday Public Holiday	11/6	12/6	13/6	14/6
<b>Week 8</b> <b>A</b>	17/6	18/6	19/6	20/6	21/6
<b>Week 9</b> <b>B</b>	24/6	25/6	26/6	27/6	28/6
<b>Week 10</b> <b>A</b>	1/7	2/7	3/7	4/7	5/7

## Killara High School – TERM THREE, 2019 – PLANNER (For Student Use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> <b>B</b>	22/7 School Development Day	23/7 Trial HSC	24/7 Trial HSC	25/7 Trial HSC	26/7 Trial HSC
<b>Week 2</b> <b>A</b>	29/7 Trial HSC	30/7 Trial HSC	31/7 Trial HSC	1/8 Trial HSC	2/8 Trial HSC
<b>Week 3</b> <b>B</b>	5/8 Trial HSC	6/8 Trial HSC	7/8 Trial HSC	8/8 Trial HSC	9/8 Trial HSC
<b>Week 4</b> <b>A</b>	12/8	13/8	14/8	15/8	16/8
<b>Week 5</b> <b>B</b>	19/8	20/8	21/8	22/8	23/8
<b>Week 6</b> <b>A</b>	26/8	27/8	28/8 Visual Arts Exhibition Set-Up	29/8 Visual Arts Exhibition Set-Up	30/8 Visual Arts Exhibition Opening Evening
<b>Week 7</b> <b>B</b>	2/9 Visual Arts Exhibition	3/9 Visual Arts Exhibition	4/9 Visual Arts Exhibition Pack-Up	5/9	6/9
<b>Week 8</b> <b>A</b>	9/9	10/9	11/9	12/9	13/9
<b>Week 9</b> <b>B</b>	16/9	17/9	18/9	19/9	20/9
<b>Week 10</b> <b>A</b>	23/9	24/9	25/9	26/9 Yr 12 Farewell Assembly Yr 12 Reports Issued	27/9

# Killara High School's Assessment Policy for the 2019 Higher School Certificate

## HSC Results

The Board Developed Courses have an external HSC examination and your achievement will be reported against standards that clearly describe the level of knowledge, skills and understanding you have reached. In December, your HSC results will be available via the internet and SMS. If you are eligible for an HSC, your HSC documentation will be available in January.

Results of Board Developed Courses are recorded under the following headings on the Record of Achievement:

- ◆ An Assessment Mark - a moderated mark calculated from the marks awarded for your assessment tasks at school
- ◆ An Examination Mark - the mark awarded for the external examination
- ◆ The HSC Mark - the average of the Examination Mark and the Assessment Mark
- ◆ A Performance Band - your level of achievement in that course as measured against the published course standards.

The Course Report will include descriptors for each Performance Band. These provide a summary of what students know and are able to do. The mark gained by students in the course is shown next to the relevant Performance Band.

## Requirements for the Award of an HSC and Satisfactory Completion of a Course

It is expected that:

- ◆ the student's **attendance, conduct and progress** will be satisfactory
- ◆ the student will follow a pattern of study that makes him/her eligible for the award of the HSC
- ◆ the student will study appropriate courses as approved by NESA
- ◆ the student will complete **all** the requirements of each course including any necessary oral, aural, practical, field work, project work, class work
- ◆ the student will have completed, and made a genuine attempt at, all tasks required as part of the assessment program
- ◆ the student will avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is their own or acknowledges the contribution of others
- ◆ the student will **sit for, and make a genuine attempt at**, any examination set as part of the course including the Higher School Certificate examination.

## **The Courses**

Two types of courses are approved for study in the Higher School Certificate:

- **Board Developed Courses** - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. The Board also sets Higher School Certificate examinations for most of these courses.
- **Board Endorsed Courses** - all of which form part of an approved HSC program of study and are listed on your Record of Achievement. However, only 2 units of a Board Endorsed Course can be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

Extension study is available in English, Mathematics, History, Music, Science and some language courses. Extension courses build on the content of the 2-unit course, and require students to study beyond the 2-unit course. A second unit of Extension English and Mathematics may also be studied.

## **Extension 2 Requirements**

A student must continue with a minimum of 11 units until the final assessment before the trial is completed and it is determined that the student will achieve 10 units. At the point of withdrawal from a course the student must have completed more than 50% of the course assessments. The student must seek approval from the Head Teacher of the extension course(s) prior to discontinuing another course which will result in the student completing a pattern of study with 10 units only.

## **Allocation of Marks**

Your HSC mark for 2-unit courses will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. There will be five performance bands above 50 that correspond to different levels of achievement in knowledge, skills and understanding. The band from 90 to 100 will correspond to the highest level of achievement (Band 6). Marks are based on the standard of achievement reached, not based on set distributions of marks.

## **Assessment Marks**

Your school submits your assessment marks for each Board Developed Course studied to NESA. These marks are calculated from your results on each assessment task you undertake as part of your HSC course and outlined in this booklet.

In the case of VET courses studied at school, there is no assessment mark. A student record of achievement for the competencies for each module is kept as a soft copy.

## **School-Based Assessment**

The assessment marks submitted by a school for each course are intended to indicate students' achievements relative to each other and the standards of the course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' achievements is based upon:

- *a wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;*
- *multiple measures and observations made throughout the HSC course rather than at a single, final examination.*

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

**School based assessment comprises 50% of the overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.**

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus. This information may be accessed through the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

The final HSC assessment mark will be moderated by NESA using HSC examination marks to ensure that students are not advantaged or disadvantaged by the pattern of marks used by their school. This process will retain the school's measurement of the order of merit of its students and the relative differences between them.

## **Plagiarism**

Plagiarism is when you present work or create work as yours that is the work or creation of someone else. Students should particularly note the definition and application of the rules found in the Killara High School Assessment Policy, which can be found at <http://www.killara-h.schools.nsw.edu.au/our-school/statement-of-purpose> and in the NESA publication "All My Own Work" found at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## **Honesty in Assessment – the Standard**

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

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

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. Killara High School treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, students will be reported further.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## **The NSW Education Standards Authority's Responsibilities**

For each course, NESA produces a syllabus, a statement of subject rules, a list of prescribed texts (if applicable), works and projects and an assessment guide. The NESA Higher School Certificate rules and requirements are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabi, can be found on the NESA website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) It is recommended that students regularly access this site.



## **Review of Final Assessment Ranks**

Following submission of assessment marks from the school in each HSC course, NESAs will provide information for students on their relative positions in each course.

If the position assigned by the school differs significantly from what was expected by a student, based on information provided during the course, the student may seek a review in that course. Procedures for this review are available through the Head Teacher Stage 6.

**The teacher's professional judgment of the achievement level in individual assessments as reflected in the marks or grades awarded, will not be considered in any part of these reviews.**

## **Number of Assessment Tasks**

It is not the intention of NESAs to distort the normal learning processes by the introduction of these assessments. For this reason, schools are advised to use the least number of measures possible to arrive at a fair assessment.

Teachers will use other activities for diagnostic purposes and to establish success in the teaching/learning of a particular concept, topic or unit. These are essential parts of the course and should be carried out by all students.

*It should further be noted that not all tasks are weighted equally and a poor level of achievement in a major task may have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.*

Students, therefore, who take lightly their responsibility to submit their best work in all tasks, do so at serious risk. A pattern of non-serious attempt or non-attempt might well prejudice such student's eligibility to receive a Higher School Certificate.

## **Non-Assessment Tasks**

Not all homework, assignments and tests provide assessment marks. The purpose of non-assessment tasks is to give students practice and so help them to improve their results. Assigned work must be completed in order to have satisfactorily completed the course – not just the tasks specified for assessment. As these tasks are part of a course, their completion is required to meet course requirements.

## **Concerns**

If students are experiencing any difficulty in assessments for a course they should seek help from the Year Adviser, Assistant Year Adviser, Stage Head Teacher, Head Teacher Wellbeing, Deputy Principal or the Head Teacher responsible for that course.

## **Satisfactory Completion of a Course**

### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.
- (d) *VET Courses only* – **completed** mandatory work placement hours.

While NESAs does not mandate attendance requirements, Principals may determine that, as a result of absence or lack of sustained effort, the course completion criteria may not be met. Clearly, absences and lack of application will be regarded seriously by Principals who must give students early warning of the consequences of such circumstances. Warning letters must relate to students' meeting the completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or carer (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

***"For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50 per cent must be attempted. Furthermore, the student must fulfill the course completion criteria. It is only when both of these conditions are met that the course is listed on the Record of School Achievement (RoSA).***

***Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses which satisfy the NESAs pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate."*** (ACE Manual)

## **University Admission**

The Australian Tertiary Admission Rank (ATAR) is based on an aggregate of scaled marks in ten units of Board Developed Courses and the highest rank of an ATAR is 99.95.

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. NESA passes this information to UAC.

For further information, visit the UAC website at [www.uac.edu.au](http://www.uac.edu.au) or call 1300 275 822.

## **Disability Provisions**

NESA assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by NESA. The coordinators of these applications are the Head Teacher Wellbeing and the Learning and Support Teacher. They will be able to provide Year 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Wellbeing or the Learning Assistance Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA website on <http://www.educationstandards.nsw.edu.au/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance<sup>1</sup>. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods<sup>ii</sup>.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (eg epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations<sup>iii</sup>.

## **RoSA Grade Information**

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

### **The RoSA is a cumulative record of all academic achievement**

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC. It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently. The NSW syllabuses state **what** students at each stage are expected to learn. The A to E Common Grade Scales describe **how well** students have achieved. NSW teachers are very experienced in determining the standard of work that warrants a particular grade.

- The RoSA details grades using an A to E grading scale, and NESA works with teachers to ensure that appropriate standards are developed and applied.
- These methods of moderation and monitoring of grades helps ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

## **Common Grade Scale for Higher School Certificate Courses**

The Common Grade Scale describes performance at each of five grade levels.

<b>Grade A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>Grade B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>Grade C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>Grade D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>Grade E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## **School Responsibilities and Procedures in Assessment**

For each course the school has developed an assessment program which;

- Outlines the requirements for satisfactory completion of the course
- States the number and type of tasks to be completed during the semester/year
- Lists the schedule of tasks
- States the weighting of each task
- States the tasks used to determine the assessment result included in the Semester 1 progress report and final report for the year

For each assessment task students will be given a **written notification at least two weeks** in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. For Assessment Blocks/Examinations, a written timetable will be issued at least two weeks prior to the commencement of the block. No assessment tasks will be scheduled in the two weeks before or one week after a calendared assessment block.

Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by NESA as per the relevant syllabus;
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes

While there are no minimum attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent to students. These letters are sent in time for the problem to be corrected.

If a second letter is issued the Head Teacher of the course may arrange an interview with the student's parents or guardians. In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

## **Student Responsibilities and Procedures**

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time.

### **Examination and test conduct requirements**

Examinations and tests require students to **work individually** and make a **genuine attempt** to the **best** of their ability. Examinations and tests are conducted under **silent conditions** for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist him or her or does not **follow instructions** from a teacher may have some or all of his or her paper not included for assessment.

Students may use the Lion Library for study purposes during scheduled assessment/examination times. Students studying in the Library must be in school uniform.

Students **requiring disabilities provisions** for examinations and tests (such as a 'reader', 'writer', extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

### **Examination and Test Rules**

1. Students are responsible for the correct reading of their examination timetable including the examination location.
2. Students should be prepared to commence examinations at the scheduled time. Students should arrive at least **15 minutes** before the scheduled commencement time. Time will not be added for latecomers.
3. **No food** is to be brought into the examination room. Water in a clear, unlabelled bottle may be brought into the examination room.
4. Students will **not** be able to leave the examination room before the scheduled finishing time of the examination.
5. **All writing paper** will be supplied for examinations. Students must provide all other requirements such as writing equipment and calculators. Calculators must be approved and must not be programmable. Students are to bring all writing equipment in a transparent plastic bag.
6. No written material is to be brought into the examination room.
7. Students are required to wear **correct school uniform** to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable written explanation may not be admitted to the examination.
8. **Mobile telephones, smart watches and any other electronic devices** are not permitted into the examination room. These devices must be switched off and placed in the locked crates located in the foyer of the Kerrabee Centre. This must be done before entering any examination scheduled in the hall. Students should leave these devices in their school bag and place the school bag into the provided crate. If students don't bring their school bag to the examination, they must write their full name on a piece of paper and wrap this around

their device using a rubber band before giving it to the presiding officer. Students must have their device labeled, switched off and ready to surrender before entering the examination. Students are to use their own paper and rubber band to label their device. Students will be allowed to collect their device once the examination concludes and all papers are collected, not earlier. For examinations scheduled within classrooms, students must switch off their mobile telephone, smart watch and any other electronic device and leave this in their school bag at the front of the classroom.

Students who are found with a mobile telephone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination marks or cancellation of the course.<sup>iv</sup>

9. **Students** who are unable to attend an examination due to illness or misadventure (accident etc) must telephone the school prior to the commencement time of the examination and leave a message for the relevant Head Teacher. Students **must** complete an Illness/Misadventure form and supply a doctor's certificate or other credible documentation related to the incident as soon as possible after the absence. The dates on the supporting documentary evidence must cover the entire period of absence.
10. **Students** are required to use their NESAs student number as identification on all examinations.
11. For practical examination times and locations see your teacher before the examination period.
12. No 'white out' or tissues and lip balm.

### **Malpractice or Non-Serious Attempts**

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

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

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.



Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Assessment Appeals Committee.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Assessment Appeals Committee.

Students determined to have been involved in **malpractice** in relation to any assessment task, including examinations, may expect to **receive a zero mark for that task**. Students who are determined to have made a **non-serious attempt** at an assessment task may also expect to receive a **zero for that task**.

### **What constitutes malpractice?**

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## **Submission of Assessment Tasks**

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Printer/computer failure **is not** an acceptable reason for late submission of work.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day OR as specified by the Head Teacher. Submission after this time will incur a late penalty as below.

Completion/collection of work missed by students due to absence from a class for any reason is the **responsibility of the student**. Teachers will make every effort to assist students.

Students may submit a task (other than class tasks and oral tasks) after the due date **but a penalty will apply** to any mark awarded.

There will be a **10% deduction per day** from the total value of the task for each day that it is late. After five days lateness, a zero mark will be given. Weekends count as two days.

Day 1	Day 2	Day 3	Day 4	Day 5
10%	10% + 10% = 20%	20% + 10% = 30%	30% + 10% = 40%	40% + 10% = 50%

Please note **oral tasks do not have any provision for late presentation**. A **zero mark** will be given if the student is unprepared or unwilling to present their oral task or complete their class task at the start of the designated time/lesson. An Illness/Misadventure application may be used where relevant.

## **Stage 6 Student Requirements:**

In circumstances where a student is ill or experiences misadventure on the day an assessment task is scheduled, the student **must** complete and submit an Illness/Misadventure Application and notify the Head Teacher of the course by a phone call to the school. These procedures are detailed below.

### **Mandatory Requirements for Misadventure, Illness or other Absence<sup>v</sup>**

Definitions of illness and misadventure:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance **in the assessment task** (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance **in the assessment task** (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**.

If illness or misadventure prevented a student from attending an examination, or affected their performance in the examination, it is their right and responsibility to lodge an illness/misadventure application. **This application form is located via the Killara High School website by clicking on Home > About our school > Rules and policies > Assessment Policy and then selecting the Illness/Misadventure Application file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.**

Students **must** lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance **in the actual assessment**. If specific symptoms of a prior illness or impacts of misadventure are **present on the day of the assessment task or examination**, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

- a) If absent on the day of a scheduled examination, hand in assessment task or oral task, a student must:
- ***Notify the school on that day of the reason for your absence. This could potentially be with advance notice. The Head Teacher of the relevant course must be notified.***
  - ***Present a completed Illness/Misadventure Application (supported by evidence) to the Head Teacher of that course by 3:00pm explaining the circumstances within five (5) days of the due date of the assessment task, or on the first day of your return to school.***

- b) In the event of absence on the due date for submission of an assessment task, the task may be posted to the school and bear the post mark of the due date **or** may be brought to the school by a third party **or** may be emailed to the relevant teacher. If the task was submitted late, the student **must** submit an Illness/Misadventure form to the Head Teacher.

NB: *A computer/prINTER failure will not be accepted as a valid excuse for failure to submit due work. A doctor's certificate on the day of an "at home" assessment task **must** be supported by evidence of previous work on that task.*

**Download and print this application form from the Killara High School website by clicking on *Home > About our school > Rules and policies > Assessment Policy* and then selecting the *Illness/Misadventure Application* file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.**

The Illness/Misadventure Application is located on the Killara High School website by clicking on *Home > About our school > Rules and policies > Assessment Policy* and then selecting the *Illness/Misadventure Application* file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure. Paper copies of this form can be found in each staffroom and outside the front office in A Block. If a student is absent from an assessment task, or unable to complete an assessment task by or on the due date (i) it is the student's responsibility to contact the school and the relevant Head Teacher of the course concerned, (ii) download and print an Illness/Misadventure Application from the KHS website or Compass, and (iii) submit the completed Illness/Misadventure Application by 3.00pm **within five (5) school days** of the due date of the assessment task or your return to school (if not within 5 school days of due date).

**School records must show that a student attended a full day of school on the day of an assessment task.** This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes will result in a late penalty being given for the task by the Head Teacher of the course concerned.

It is the student's responsibility to arrange for an **Illness/Misadventure Application** to be submitted by 3.00pm **within five (5) school days** of the due date of the assessment task or upon return to school (if not within 5 school days of due date). Documentary evidence must cover the date of the assessment task and the entire period of absence from school. Students should be prepared to complete the assessment task on the first day they return to school.

The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. **It does not cover:**

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Alleged deficiencies in teaching; for example extended teacher absences
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable

- Misreading of examination instructions
- Failure to enter for the examination in the correct course
- Long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experience further difficulties
- Courses that are undertaken as a self-tuition student
- Attendance at a sporting or cultural event
- Other commitments, such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other education organisations.

It is important this form is returned promptly to the Head Teacher involved so that a determination can be made.

### **Supporting Evidence**

In all cases Killara High School requires evidence that clearly identifies disadvantage experienced **during the time the student was attempting to complete the assessment task**. The student should seek independent evidence on the **same day of their assessment**. The documentation that they provide must be current, specific to the date and time of the assessment task, and submitted with their Illness/Misadventure form<sup>vi</sup>. When completing an Illness/Misadventure form, they should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of their application.

**Student Supporting evidence must include:**

- a. a statement from the student explaining how they were affected during the assessment task;
- b. a statement about how the student's performance during the assessment task may have been affected. **The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**
- c. In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the assessment task may have been affected) should be provided with the date and time of the occurrence and subsequent events. **The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.**

**The student must attend school on the first day not covered by independent documentary evidence** i.e. when well enough or circumstances allow. You will generally be required to sit the exam or task you missed on that day. Penalties will apply for absences not supported by completed Illness/Misadventure Applications.

The outcome will be decided by the Head Teacher after considering documentary evidence. The possible outcomes are:

- Task completed at an arranged time/place.
- Task to be accepted without penalty
- Penalty applied - 10% of the value of the task for each day late, if applicable
- Missed task to be completed at a negotiated time as a guide to an assessment mark
- An extension of time given
- Alternative task to be completed at or by a negotiated time as a guide to an assessment mark
- An estimate to be awarded
- A zero mark to be awarded

The student will be informed of this decision within five school days of lodgment of the Illness/Misadventure Application. A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgment in applying the marking criteria.

## **Appeals regarding Assessment Tasks**

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgment in applying the marking criteria
- Concern regarding results recorded on a progress report

The appeals procedure

1. Consult the Head Teacher of the course within **five days** of receiving the determination of an Illness/Misadventure application, task result or report. Complete **Part A** of the Assessment Appeal Application. You will receive a response within 2 school days.
2. If you believe that your grounds for appeal were not appropriately addressed by the Head Teacher, you may take the matter to the Assessment Appeals Committee by completing **Part B** of the Assessment Appeals Application, provide a copy of the assessment task, your attempt at the task and any other relevant information and lodging it with the Deputy Principal, Chairperson of the Appeals Committee, within five days of receiving the outcome of your appeal with the Head Teacher. The Committee will consider all the information provided to make a determination. The decision regarding the appeal will be communicated as soon as possible.

The Assessment Appeals Committee normally consists of the Deputy Principal supervising assessment and reporting as chairperson, a Head Teacher and the relevant Year Adviser.

## **School Leave and Assessment Tasks<sup>vii</sup>**

Leave from school **may** be granted by the Principal upon completion of a leave form on which details of course work to be completed whilst on leave and any assessment requirements are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should **NOT** assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

#### **Students completing the HSC courses:**

All HSC assessments are conducted within the guidelines set by NESA. The NESA guidelines for HSC students make no provision for tasks missed due to leave. There are well established protocols for illness and misadventure however requests for leave do not fall within these protocols.

Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the faculty Head Teacher **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED TASK**. Failure to consult within adequate time, and failure to comply with task submission requirements, will result in penalties for non-completion or late submission of a task in accordance with the KHS assessment policy.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. **IN THIS CASE, A PENALTY WILL APPLY AND THE STUDENT WILL RECEIVE ZERO FOR THIS TASK.**

#### **Students completing work placement:**

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

**This HSC Assessment Information and Schedule should be read in conjunction with the KHS Assessment Policy.**  
**This can be found at [www.killara-h.schools.nsw.gov.au](http://www.killara-h.schools.nsw.gov.au) –**  
**and click on *Home > About our school > Rules and policies > Assessment Policy* and then selecting the *Illness/Misadventure Application* file. Alternatively, you can find this application on Compass by clicking on the Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure.**





# **Individual HSC Course Assessment Schedules**

# Assessments in English

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## HSC ENGLISH (STUDIES) COURSE

### NESA Requirements

Schools submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements, components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The components and weightings for Year 12 are mandatory.

<b>Syllabus Components</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	50
	<b>100</b>

<b>Year 12 course (120 hours)</b>	<b>English Studies</b>	<b>Indicative hours</b>
	Mandatory common module – Texts and Human Experiences	30 hours
	An additional 2–4 modules to be studied	20–45 hours each
<b>Text requirements</b>	<p>In <b>both</b> Year 11 <b>and</b> Year 12 students are required to:</p> <ul style="list-style-type: none"> <li>• read, view, listen to and compose a <b>wide range of texts</b> including print and multimodal texts</li> <li>• study at least one substantial print text (for example a novel, biography or drama)</li> <li>• study at least one substantial multimodal text (for example film or a television series).</li> </ul> <p>In Year 12 students will <b>also</b> be required to:</p> <ul style="list-style-type: none"> <li>• study ONE text from the prescribed text list and one related text for the Common Module – <i>Texts and Human Experiences</i>.</li> </ul> <p><b>Across Stage 6</b> the selection of texts must give students experiences of the following as appropriate:</p> <ul style="list-style-type: none"> <li>• reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia</li> <li>• Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples</li> <li>• texts with a wide range of cultural, social and gender perspectives, popular and youth cultures</li> <li>• a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</li> </ul>	
<b>Additional requirements</b>	<p>In Year 12 students are <b>required</b> to:</p> <ul style="list-style-type: none"> <li>• be involved in planning, research and presentation activities as part of one individual and/or collaborative project</li> <li>• develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year</li> <li>• engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</li> </ul>	

## Assessment in English – Continued

### The Killara High Assessment Schedule for HSC English (Studies)

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	<b>Common Module: Texts and Human Experiences</b> In class essay incorporating related material	<b>Elective Module K: The Big Screen</b> Multimodal Presentation	<b>Elective Module E: Playing the Game</b> Reading and Writing in class task using set text and unseen material	<b>All Modules</b> Collection of classwork and Reflection Statements	
<b>Dates</b>	Term 4, Week 7 Monday 26/11/2018 Period 1	Term 1, Week 6 Tuesday 5/3/2019 Period 3	Term 2, Week 6 Thursday 6/6/2019 Period 2	Term 3 , Week 2 (Trial Examination Period) Submit to English Staffroom by 3:05pm on Monday 29/7/2019	
<b>Outcomes assessed</b>	ES12-1, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-3, ES12-4, ES12-5, ES12-8	ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in English – Continued**

### **English (Studies) Outcomes**

<b>ES12-1</b>	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
<b>ES12-2</b>	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
<b>ES12-3</b>	accesses, comprehends and uses information to communicate in a variety of ways
<b>ES12-4</b>	composes proficient texts in different forms
<b>ES12-5</b>	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
<b>ES12-6</b>	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES12-7</b>	represents own ideas in critical, interpretive and imaginative texts
<b>ES12-8</b>	understands and explains the relationships between texts
<b>ES12-9</b>	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
<b>ES12-10</b>	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- one task may be a formal written examination with a maximum weighting of 20%
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- assessment of the Common Module must integrate teacher or student selected related material.

Information about the collection of classwork in English Studies

- The assessment of a collection of classwork is designed to allow students to demonstrate their learning across all of the modules studied in each year. This collection of work may include items of classwork that have been refined as a result of teacher feedback throughout the year. This work may be published in a variety of forms and media.

## **HSC ENGLISH (STANDARD) COURSE**

### **NESA Requirements**

Schools submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements, components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The components and weightings for Year 12 are mandatory.

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

<b>Year 12 course (120 hours)</b>	<b>English Standard</b>	<b>Indicative hours</b>
	Common module: Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing <i>This module may be studied concurrently with the common module and/or Modules A and B</i>	30
<b>Text requirements</b>	<p>Students are required to closely study <b>three types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction</li> <li>• poetry <b>OR</b> drama</li> <li>• film <b>OR</b> media <b>OR</b> nonfiction</li> </ul> <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the required pattern of prescribed texts for the course. Students must study ONE related text in the Common module: Texts and Human Experiences.</p>	

## Assessment in English – Continued

### The Killara High Assessment Schedule for HSC English (Standard)

Component	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: Texts and Human Experiences  <b>Multimodal Presentation</b>	Module A: Language, Identity and Culture  <b>Reading and Writing</b>	Module C: Craft of Writing  <b>Imaginative Text with Reflection</b>	<b>Trial HSC Examination</b>  Paper 1: Common Module  Paper 2: Section I: Module A Section II: Module B Section III: Module C (5%)	
<b>Timing</b>	Term 4, Week 7 Monday 26/11/2018 Period 1	Term 1, Week 6 Tuesday 5/3/2019 Period 3	Term 2, Week 6 Thursday 6/6/2019 Period 2	Term 3, Weeks 1–3 (Trial Examination Period)	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **Assessment in English – Continued**

### **English (Standard) Outcomes**

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

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- module C – The craft of writing must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.



## **HSC ENGLISH (ADVANCED) COURSE**

Schools submit a school-based assessment mark for each Year 12 candidate in a course. Formal school-based assessment tasks are based on course requirements, components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The components and weightings for Year 12 are mandatory.

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

<b>Year 12 course (120 hours)</b>	<b>English Advanced</b>	<b>Indicative hours</b>
	Common module: Texts and Human Experiences	30
	Module A: Textual Conversations	30
	Module B: Critical Study of Literature	30
	Module C: The Craft of Writing <i>Optional: This module may be studied concurrently with the common module and/or Modules A and B</i>	30
<b>Text requirements</b>	<p>Students are required to closely study <b>four prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Shakespearean drama</li> <li>• prose fiction</li> <li>• poetry OR drama</li> </ul> <p>The remaining text may be film, media or nonfiction text <b>or</b> may be selected from one of the categories above.</p> <p>The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.</p> <p>Students must study ONE related text in the common module: Texts and Human Experiences.</p>	

## Assessment in English – Continued

### The Killara High Assessment Schedule for HSC English (Advanced)

Component	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Common Module: Texts and Human Experiences <b>Multimodal Presentation</b>	Module A: Textual Conversations <b>Writing Task</b>	Module C: Craft of Writing <b>Suite of Responses with Reflection Statement</b>	<b>Trial HSC Examination</b>  Paper 1: Common Module Paper 2: Section I: Module A Section II: Module B Section III: Module C (5%)	
<b>Timing</b>	Term 4, Week 7 Monday 26/11/2018 Period 1	Term 1, Week 6 Tuesday 5/3/2019 Period 3	Term 2, Week 6 Thursday 6/6/2019 Period 2	Term 3, Weeks 1–3 (Trial Examination Period)	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-6, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **Assessment in English – Continued**

### **English (Advanced) Outcomes**

<b>EA12-1</b>	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EA12-2</b>	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA12-3</b>	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
<b>EA12-4</b>	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA12-5</b>	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA12-6</b>	investigates and evaluates the relationships between texts
<b>EA12-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA12-8</b>	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
<b>EA12-9</b>	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- module C – The craft of writing must be assessed with a total weighting of 25%
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes
- assessment of the Common Module must integrate student selected related material.

# HSC ENGLISH EXTENSION COURSE 1

## NESA Requirements

Syllabus Components	Weighting %
Knowledge and understanding of complex texts and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

Year 12 course (60 hours)	English Extension 1	Indicative hours
	Common module: Literary Worlds with ONE elective option.	60
Text requirements	The study of at least THREE texts must be selected from a prescribed text list for the module study including at least TWO extended print texts. Students are required to study at least TWO related texts.	

## The Killara High School Assessment Schedule for English Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	Creative Response & Reflection Common Module	Critical Response Elective	Yearly Examination Section I: Common Module Section II: Elective	
Timing	Term 1, Week 2B Thursday 7/2/2019 Period 0	Term 2, Week 3B Thursday 16/5/2019 Period 0	Term 3, Weeks 1-3 (Trial Examination Period)	
Outcomes	EE12-1, EE12-2, EE12-5	EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4	
Knowledge and understanding of complex texts and of how and why they are valued	30	10	10	50
Skills in complex analysis, sustained composition and independent investigation	10	20	20	50
Weighting	40	30	30	100

## **Assessment in English – Continued**

### **English (Extension Course 1) Outcomes**

- EE12-1** demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2** analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3** independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4** critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5** reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

## **HSC ENGLISH EXTENSION COURSE 2**

### **NESA Requirements**

<b>Syllabus Components</b>	<b>Weighting %</b>
Skills in extensive independent research	50
Skills in sustained composition	50
	<b>100</b>

<b>Year 12 course (60 hours)</b>	<b>English Extension 2</b>	<b>Indicative hours</b>
	The Composition Process; Major Work; Reflection Statement; The Major Work Journal.	60
<b>Text requirements</b>	Students undertake extensive independent investigation involving a range of complex texts during the composition process and document this in their Major Work Journal and Reflection Statement.	

## Assessment in English – Continued

### The Killara High School Assessment Schedule for English Extension 2

There will be three assessment tasks, as shown in the table below. Students will also be required to submit their Major Work Journal at points throughout the course; these dates will be negotiated with supervising teachers.

Component	Task 1	Task 2	Task 3		Weighting %
	Viva Voce Including <i>Written Proposal</i>	Literature Review Including <i>Major Work Journal</i> and <i>Draft of Major Work</i>	Draft of Major Work and <b>Reflection on the Creative Process</b> Including <i>Major Work Journal</i>	Final Submission  <i>Externally marked – submitted to NESAs</i>	
Timing	Term 4, 2018, Week 6 Monday 19/11/2018	Term 1, 2019 Week 9A Monday 25/3/2019	Term 2, 2019 Week 7B Thursday 13/6/2019	Term 3, 2019 Date TBC	
Outcomes	EEX12-1, EEX12-4, EEX 12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5		
Knowledge and understanding of texts and why they are valued	15	20	15		50
Skills in complex analysis composition and investigation	15	20	15		50
Weighting	30	40	30		100

## **English (Extension Course 2) Outcomes**

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
- EEX12-2** strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
- EEX12-3** applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
- EEX12-4** undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
- EEX12-5** reflects on and evaluates the composition process and the effectiveness of their own published composition



## HSC DRAMA

### NESA Requirements

Formal school-based assessment tasks are based on course requirements and components and weightings that contribute to the determination of the final mark for a course. The mark submitted by the school provides a summation of each student's achievement measured at several points throughout the course. The internal assessment mark for Drama in Stage 6 is to be based on the HSC course only.

Component	Weighting %
Making	40
Performing	30
Critically studying	30
	<b>100</b>

### The Killara High Assessment Schedule for Drama

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Essay on seen presentation*	Progress mark – Individual Project (IP), interview and logbook	Progress mark - Group Performance (GP), interview and logbook	Trial HSC incorporating: Group Performance, interview and logbook; (non-assessable) Individual Project, Interview and Logbook; (10%) Theory – 2 essays (20%)	
	<b>Studies in Drama and Theatre</b>	<b>Individual Project</b>	<b>Group Performance</b>		
	Term 1, 2019 Week 9A 26/3/2019	Term 1, 2019 Week 10B Wednesday 3/4/2019 Period 1	Term 2, 2019 Week 9B Wednesday 26/6/2019 Period 1	Term 3, 2019 Weeks 1-3 (Trial Examination Period)	
	H1.1, 1.2, 2.1, 3.1, 3.2, 3.3	H1.2, 1.3, 1.5, 1.7, 2.3, 3.1	H1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 3.1	H1.1-1.7, 2.1–2.3 H1.2, 1.3, 1.5, 1.7, 2.1-2.3, 3.1, 3.2, 3.3, 3.4	
Making	10	10	10	10	<b>40</b>
Performing			20	10	<b>30</b>
Critically Studying	10	10	0	10	<b>30</b>
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\* Mandatory presentation of scene occurs in class Week 8 – 20/3/19.

## **Drama Outcomes**

### *Making Drama*

- 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

### *Performing*

- 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

### *Critically Studying*

- 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

## **HSC ENGLISH (EAL/D) COURSE**

### **NESA Requirements**

<b>Components</b>	<b>Weighting</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

### **Texts for English (EAL/D)**

<b>Module A: Texts and Human Experiences</b>	O'Mahoney, Ivan, <i>Go Back to Where You Came From</i> – Series 1, Episodes 1, 2 and 3 and <i>The Response</i> , Madman, 2011 (m)
<b>Module B: Language, Identity and Culture</b>	Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (eds), <i>Contemporary Asian Australian Poets</i> , Puncher and Wattmann, 2013, Merlinda Bobis, 'This is where it begins'; Eileen Chong 'My Hakka Grandmother'; Ee Tiang Hong, 'Some New Perspectives'; Ouyang Yu, 'The Double Man'; Jaya Savige, 'Circular Breathing'; Maureen Ten (Ten Ch'in Ü), 'Translucent Jade'
<b>Module C: Close Study of Text</b>	Bradbury, Ray, <i>Fahrenheit 451</i> , Harper Voyager/HarperCollins, 2008,
<b>Focus on Writing</b>	studied concurrently with the above modules

## The Killara High School Assessment Schedule for English (EAL/D)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	<b>Viewing &amp; Representing</b>  <b>Module A:</b> Texts & Human Experiences	<b>Multimodal</b>  <b>Module B:</b> Language, Identity & Culture	<b>Reading and Writing</b>  <b>Module D:</b> Focus on Writing	<b>Trial HSC Exam</b> <u>Exam Paper 1:</u> Section I: Module A Section II: Module D <u>Exam Paper 2:</u> Section I: Module B Section II Module C <u>Listening Paper</u>	
Timing	Term 4 Week 8 Tuesday 26/11/2018	Term 1 Week 6 Tuesday 5/3/2019	Term 2 Week 8 Thursday 20/6/2019	Term 3 Week 1-4 (Trial Examination Period)	
Outcomes assessed	EAL 12-1A EAL 12-3 EAL12-1B	EAL 12-7 EAL12-8 EAL12-9 EAL 12-6	EAL 12-5 EAL 12-2 EAL12-4	All outcomes assessed All modules assessed All modes assessed (except speaking)	
Components					<b>Weighting %</b>
Knowledge and understanding of course content.	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	10	15	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **English (EAL/D) Outcomes**

### **Outcomes**

- EAL 12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
- EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
- EAL 12-6 investigates and evaluates the relationships between texts
- EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
- EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
- EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# Assessment in Music

The internal assessment mark for Music in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NESA in the table below.

## MUSIC 1 HSC COURSE

### NESA Requirements

Component	Weighting %
Performance Core	10
Composition Core	10
Musicology Core	10
Aural Core	25
Elective 1 (Performance and/or Composition and/or Viva Voce)	15
Elective 2	15
Elective 3	15
	<b>100</b>

### The Killara High Assessment Schedule for Music 1

\* Elective tasks will be assessed based on outcomes related to elective activity chosen.

Component	Task 1	Task 2	Task 3	Task 4		Weighting
	Core: Performance Viva Voce	Core: Composition and Aural Task	Electives: Performance, composition or musicology submission.	Trial HSC Exam		
				Written	Practical	
	<b>13 December Term 4, 2018 Week 9</b>	<b>Term 1, 2/4/19 Week 10</b>	<b>Term 2, 20/5/19 Week 4</b>	<b>Term 3, 2019 Trial Exams Weeks 1-3</b>	<b>Term 3, 2019 Trial HSC Exams Week 2</b>	
	H1, 2, 3, 5, 6, 7, 8	H4, 5, 6	H1 - 11	H1 - 11	H4, 5, 6	
Performance Core	5				5	<b>10</b>
Composition Core		10				<b>10</b>
Musicology Core	10					<b>10</b>
Aural Core		15		10		<b>25</b>
Elective 1			10		5	<b>15</b>
Elective 2			10		5	<b>15</b>
Elective 3			10		5	<b>15</b>
<b>Weighting</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>10</b>	<b>20</b>	<b>100</b>

## **Assessment in Music 1 – Continued**

### **HSC Course Outcomes**

Through activities in performance, composition, musicology and aural students are expected to demonstrate the following outcomes:

- H.1 - performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H.2 - reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H.3 - improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H.4 - articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H.5 - critically evaluates and discusses performances and compositions
- H.6 - critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H.7 - understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
- H.8 - identifies, recognises, experiments with, and discusses the use and effects of technology in music
- H.9 - performs as a means of self- expression and communication
- H.10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H.11 - demonstrates a willingness to accept and use constructive criticism

## HSC MUSIC 2 COURSE

### NESA Requirements

Component	Weighting %
<b>Core</b>	
Core Performance	20
Core Composition	20
Core Musicology	20
Core Aural	20
<b>Elective</b>	
One elective from Performance, Composition or Musicology	20
	<b>100</b>

### The Killara High Assessment Schedule for Music 2

Component	Task 1	Task 2	Task 3	Task 4		Weighting
		Aural Skills In Class Task	Practical Task	Trial HSC Exam (A) Written	Trial HSC Exam (B) Practical	
	7 December Term 4, 2018 Week 8	Term 1, 15/2/19 Week 3	Term 2, 24/5/19 Week 4	<b>Term 3, 2019 Trial Exams Weeks 1-3</b>	<b>Term 3, 2019 Trial HSC Exams Week 1-3</b>	
	H2, 5, 6, 7, 11	H2, 5, 6, 7, 9, 11	H1 – 12*	H2, 5, 6, 7, 9, 11	H1 – 12*	
Core Performance			10		10	<b>20</b>
Core Composition			10		10	<b>20</b>
Core Musicology	10	5		5		<b>20</b>
Core Aural		15		5		<b>20</b>
Performance or Composition or Musicology elective			10		10	<b>20</b>
<b>Weighting</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>100</b>

\* Elective tasks will be assessed based on outcomes related to elective activity chosen.



## **Assessment in Music 2 – Continued**

### **HSC Course Outcomes**

Through activities in performance, composition, musicology and aural, the students are expected to attain from the course, the following outcomes:

- H1 - performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble.
- H2 - demonstrates an understanding of the relationship between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics
- H3 - composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 - stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historic contexts
- H5 - analyses, discusses, evaluates, and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 - discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 - critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 - understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 - identifies, recognises, experiments with and discusses the uses and effects of technology in music
- H10 - performs as a means of self-expression and communication
- H11 - demonstrates a willingness to participate in performance, composition, musicology and aural activities
- H12 - demonstrates a willingness to accept and use constructive criticism

## **EXTENSION HSC MUSIC EXTENSION COURSE**

TWO assessment tasks will set during the course. The two tasks will be assessed based on the students chosen component from **ONE** of the following: Performance, Musicology or Composition.

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Performance Extension — TWO tasks of performance and performance related activities <b>OR</b>	50
Composition Extension — Composition portfolio assessed at TWO different times <b>OR</b>	50
Musicology Extension — Musicology portfolio assessed at TWO different times	50
	<b>50</b>

### **The Killara High Assessment Schedule for Music Extension**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Progress of Individual Project	Progress of individual Project	Trial HSC Exam	
	Term 1, 18/2/19 Week 4	Term 2, 24/5/19 Week 4	During trial examination period	
	P2, P3, P4, P6, C2, C3, C4, C5, M2, M3, M4, M5, M6	P1 – 6, C1 – 6, M1 - 6	P1 – 6, C1 – 6, M1 - 6	
Performance <b>OR</b> Composition <b>OR</b> Musicology	15	15	20	<b>50</b>
<b>Weighting</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>

## **Assessment in Music Extension – Continued**

The Outcomes the students are expected to attain from their chosen component are as follows:

### **For Performance**

Through performance and related activities, a student;

1. performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member
2. leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed
5. presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction
6. critically analyses the use of musical concepts to present a stylistic interpretation of music performed

### **For Composition**

Through composition and related activities, a student;

1. composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
2. leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
5. presents, discusses and evaluates the problem – solving process with regard to composition and the realisation of the composition
6. critically analyses the use of musical concepts to present a personal compositional style

### **For Musicology**

Through musicology and related activities, a student;

1. presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
2. leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
4. demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
5. presents, discusses and evaluates the problem – solving process and the development and realisation of a research project
6. critically analyses the use of the musical concepts to articulate their relationship to the style of music analysed

# Assessment in Visual Arts

The internal assessment mark for Visual Arts in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Weighting %
Art making	50
Art criticism and art history	50
	<b>100</b>

## The Killara High Assessment Schedule for Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Written Task 1</b> <i>Hand-in Task</i>	<b>Practical Task</b> <i>Progress on Body of Work - Interviews</i>	<b>Trial HSC Assessment</b> <i>Written Examination</i>	<b>Practical Task</b> Final Submission of Body of Work (To be displayed in the Annual Visual Arts Exhibition – date subject to the school calendar)	
	5 December Term 4, 2018 Week 8	8/3/19 Term 1, 2019 Week 6	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b> <i>Refer to exam timetable</i>	27/8/19 Term 3, 2019 Week 6	
	H7 and H8	H1, H4 and H5	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Art making		20		30	<b>50</b>
Art Criticism and Art History	20		30		<b>50</b>
<b>Weighting</b>	20	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Assessment in Visual Arts – Continued**

The outcomes students are expected to attain from the course are as follows:

### **Art Making**

- H.1 Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions.
- H.2 Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H.3 Demonstrates an understanding of the frames when working independently in the making of art.
- H.4 Selects and develops subject matter and forms in particular ways as representations in art making.
- H.5 Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H.6 Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

### **Studying Images and Objects**

- H.7 Applies their understanding of practice in art criticism and art history.
- H.8 Applies their understanding of the relationship among the artist, artwork, world and audience.
- H.9 Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art.
- H.10 Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts.

# Assessment in Business Studies

The internal assessment mark for Business Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Tasks	Weighting %
Knowledge and understanding	Class tests and exams, which may include items such as multiple-choice, short answers, structured essays, business reports across one or more topic areas.	40
Stimulus-based skills	These tasks may include interpretation of financial statements and scenarios, investigation and analysis of Human Resources issues in the media.	20
Inquiry and research	This task includes research, analysis and reporting of issues faced by a particular global business.	20
Communication of business information, ideas and issues	This involves discussing issues and challenges faced by businesses in an extended response - either in an examination or in a take-home project. Students will need to develop their written communication skills.	20
		100

## The Killara High Assessment Schedule for Business Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In-Class Essay	Stimulus Based Topic Test	Hand In Research Task	Trial HSC exam	
	Human Resources	Finance	Marketing	All Topics	
	Term 4, Week 9 11 December * - see note below	Term 1, 2019 Week 10 Friday 5 April, Pd 2	Term 2, 2019 Week 9 Tuesday 25 June	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	H2, H3, H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H9, H10	H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding	5	15		20	40
Inquiry and research	10		10		20
Stimulus-based skills	5	5	10		20
Communication of business information, ideas and issues	5		5	10	20
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

\* Period 1: 11 Bus.5 (James) Period 3: 11 Bus.3 (Eagle) Period 4: 11 Bus.4 (Pratt)

NOTE: 11Bus Costa will need to come out of normal lessons and join other classes to complete.

## **Assessment in Business Studies - Continued**

The Outcomes a student is expected to attain from the course are as follows:

The student:

- 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

# Assessment in Economics

The internal assessment mark for Economics in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESAs in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Stimulus-based skills	20
Inquiry and research	20
Communication of economic information, ideas and issues in appropriate forms	20
<b>Marks</b>	<b>100</b>

## The Killara High Assessment Schedule for Economics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research and Oral Task	Scenario-Based Task	Written Task	Trial HSC Exam	
	Economic Issues	Economic Policies	Australia's Place in the Global Economy	Topics 1 - 4	
	Term 4, Week 10 17 December * - see note below	Term 1, 2019 Week 6 Thursday 7 March, Pd 2	Term 2, 2019 Week 6 Monday 3 June, Pd1	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	H1, H2, H7, H9, H11, H12	H1, H2, H4, H5, H7, H8, H11	H1, H2, H4, H5, H7, H8, H11	H1 - H11	
Knowledge and understanding of course content	10	10		20	<b>40</b>
Stimulus-based skills	5		10	5	<b>20</b>
Inquiry and research	5	5	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

\* Most students will present during their Economics lesson (Period 3 or 4) or Study Period. Others to book a 30 minute slot via a sign-up sheet.



## **Assessment in Economics - Continued**

The Outcomes a student is expected to attain from this course are as follows:

- H 1 - demonstrates understanding of economic terms, concepts and relationships
- H 2 - analyses the economic role of individuals, firms, institutions and governments
- H 3 - explains the role of markets within the global economy
- H 4 - analyses the impact of global markets on the Australian and global economies
- H 5 - discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H 6 - analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H 7 - evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H 8 - applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H 9 - selects and organises information from a variety of sources for relevance and reliability
- H 10 - communicates economic information, ideas and issues in appropriate forms
- H 11 - applies mathematical concepts in economic contexts
- H 12 - works independently and in groups to achieve appropriate goals in set timelines

# Assessment in Geography

The internal assessment mark for Geography in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NESA in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	<b>100</b>

## The Killara High Assessment Schedule for Geography

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Written Task	Oral Presentation	Written Task	Trial HSC Exam	
	Urban Places: Urban Dynamics	World Cities	People & Economic Activity	All Topics	
	Term 4, Week 8 7 December	Term 1, 2019 Week 9 Wed 27 March	Term 2, 2019 Week 6 Tuesday 4 June, Pd1	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	H1, 3, 7, 10, 11, 13	H1, 2, 5, 6, 12	H1, 4, 8, 9, 10, 12, 13	All Outcomes	
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Geographical tools and skills	5	5		10	<b>20</b>
Geographical inquiry and research, including fieldwork	10 (incl. 5 Fieldwork)		10 (incl. 5 Fieldwork)		<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	10		<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in Geography - Continued**

The Outcomes a student is expected to attain from this course are as follows:

- H1 - explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity
- H2 - explains the factors which place ecosystems at risk and the reason for their protection
- H3 - analyses contemporary urban dynamics and applies them in specific contexts
- H4 - analyses the changing spatial and ecological dimensions of an economic activity
- H5 - evaluates environmental management strategies in terms of ecological sustainability
- H6 - evaluates the impacts of, and responses to, environmental change
- H7 - justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8 - plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9 - evaluates geographical information and sources for usefulness, validity and reliability
- H10 - applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11 - applies mathematical ideas and techniques to analyse geographical data
- H12 - explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13 - communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

# Assessment in Society and Culture

The internal assessment mark for Society and Culture in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	50
Application and evaluation of social and cultural research methodologies	30
Communication of information, ideas and issues in appropriate forms	20
	<b>100</b>

## The Killara High Assessment Schedule for Society and Culture

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic Test	Research Task and Oral Presentation	Research Task	Trial HSC exam	
	Social and Cultural Continuity and Change	Depth Study 1	Social Inclusion and Exclusion	All Topics	
	Term 4, Week 9 11 December	Term 1, 2019 Week 9 Tuesday 26 March * - see note below	Term 2 2019 Week 8 Tues 18 June	<b>Term 3 2019 Trial HSC Exams Weeks 1-3</b>	
	H1, H3, H4, H5, H6, H8, H9	H5, H7, H8, H10	H1, H2, H5, H7, H10	H1, H2, H3, H4, H5, H7, H10	
Knowledge and understanding of course content	10	5	15	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	10	10	5	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

\* Presentations will occur all day. Students will need to come out of normal lessons to present. 2 teachers assessing all day.

## **Assessment in Society and Culture - Continued**

### **Outcomes:**

- H1 evaluates and effectively applies social and cultural concepts
- H2 explains the development of personal, social and cultural identity
- H3 analyses relationships and interactions within and between social and cultural groups
- 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

# Assessment in History

The internal assessment mark for History courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed in the tables below.

## ANCIENT HISTORY

### NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	<b>100</b>

### The Killara High Assessment Schedule for Ancient History

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Cities of Vesuvius Historical analysis	Historical Period	Personality and Ancient Societies	Trial HSC Exam	
	Term 4, 2018 Week 9 14/12/18	Term 1, 2019 Week 11 8/4/19 Periods 2 + 3	Term 2, 2019 Week 8 17/6/19 Periods 2 + 3	<b>Term 3, 2019 Weeks 1-3</b>	
	AH12-1, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-1, AH12-2, AH12-3, AH12-7, AH12-9	AH12- 3, AH12-4, AH12-5, AH12-8, AH12-9	AH12-4, AH12-5, AH12-8, AH12-9	
Knowledge and understanding of course content		10	15	15	40
Historical inquiry and research	5		10	5	20
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Assessment in Ancient History - Continued**

The Outcomes a student is expected to attain from the course are as follows:

- 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.

## **MODERN HISTORY**

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	<b>100</b>

### **The Killara High Assessment Schedule for Modern History**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	National Study - Russia and the Soviet Union 1917-1941	Core Study - Power and Authority in the Modern World 1919-1946	Peace and Conflict - Conflict in Europe 1935-1945	Trial HSC Examination - Core, National Study, Peace and Conflict and Change in the Modern World	
	Structured Essay	Historical Analysis	Research Essay	Formal Examination	
	Term 4, 2018 Week 7 28/11/18	Term 1, 2019 Week 4 22/2/19	Term 2, 2019 Week 6 5/6/19 Periods 2, 3 & 4	<b>Term 3, 2019 Weeks 1-3</b>	
	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH12-9	MH12-1, MH12-3, MH12-6, MH12-7, MH12-8, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12- 3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	15		5	20	40
Historical skills in the analysis and evaluation of sources and interpretations		15		5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## **Assessment in Modern History - Continued**

The Outcomes a student is expected to attain from the course are as follows:

- 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
- MH 12-4 Analyses the different perspectives of individuals and groups in their historical context
- MH12-5 Assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- 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

## **HISTORY EXTENSION**

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of significant historiographical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60
	<b>100</b>

### **The Killara High Assessment Schedule for History Extension**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Historical Process</b> (proposal, process log, annotated sources) History Project	<b>Essay</b> History Project	Trial HSC Exam	
	<b>Term 1, 2019</b> <b>Week 9</b> <b>29/3/19</b>	<b>Term 2, 2019</b> <b>Week 8</b> <b>21/6/19</b>	<b>Term 3, 2019</b> <b>Trial Examination</b> <b>Weeks 1-3</b>	
	HE12-2, HE12-3, HE12-4	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4	
Knowledge and understanding of significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## **Assessment in History Extension - Continued**

### **Outcomes**

- HE12-1** analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2** plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3** communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4** constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

# Assessment in Legal Studies

The internal assessment mark for Legal Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by the NSW Board of Studies in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Analysis and evaluation	20
Inquiry and Research	20
Communication of Legal Studies information, issues and ideas in appropriate forms	20
Total	<b>100</b>

## The Killara High Assessment Schedule for Legal Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Research Task	Research Task and in class test	Research Task and In-Class Essay	Trial HSC Exam	
	Contemporary Criminal Case	Crime and Human Rights	Indigenous Peoples and World Order	All Topics	
	<b>Term 4, 2018 Week 9 12/12/18</b>	<b>Term 1, 2019 Week 9 26/3/19 Periods 1 + 3</b>	<b>Term 2, 2019 Week 6 4/6/19 Periods 1 + 3</b>	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	H1, H.7, H.8, H.9, H.10	H.2, H.3, H.6	H.2, H.3, H.4, H.5, H.6, H.8, H.10	H.3, H.4, H.5, H.6, H.8, H.9	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms		5	5	10	20
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## **Assessment in Legal Studies - Continued**

The Outcomes a student is expected to attain from the course are as follows

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.

# Assessment in Languages Other Than English

## FRENCH BEGINNERS

### NESA Requirements

Component		Weighting %
Objectives 1 and 4	- Speaking	20
Objective 3	- Listening and Responding	30
Objectives 1 and 3	- Reading and Responding	30
Objective 2	- Writing	20

Objective 1: Exchange information, opinions and experiences in French

Objective 2: Express ideas through the production of original texts

Objective 3: Analyse, process and respond to texts that are in French

Objective 4: Understand aspects of the language and culture of French speaking communities

### The Killara High Assessment Schedule for French Beginners

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speaking and Reading	Listening and Writing	Speaking	Trial HSC Exam	
	11/2/19 Term 1, 2019 Week 3	17/5/19 Term 2, 2019 Week 3	27/6/19 Term 2, 2019 Week 9	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
<b>Speaking</b> Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	5		15		<b>20</b>
<b>Listening and Responding</b> Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20		10	<b>30</b>
<b>Reading and Responding (Part A)</b> Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	20			10	<b>30</b>
<b>Reading and Responding (Part B)</b> <b>Writing in French</b> Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3		10		10	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100</b>

## CHINESE CONTINUERS

### NESA Requirements

Component		Weighting %
Objectives 1 and 4	- Speaking	20
Objective 3	- Listening and Responding	30
Objectives 1 and 3	- Reading and Responding	30
Objective 2	- Writing	20

Objective 1: Exchange information, opinions and experiences in Chinese

Objective 2: Express ideas through the production of original texts

Objective 3: Analyse, process and respond to texts that are in Chinese

Objective 4: Understand aspects of the language and culture of Chinese speaking communities

### The Killara High Assessment Schedule for Chinese Continuers

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Speaking and Reading	Listening and Writing	Speaking	Trial HSC Exam	
	15/2/19 Term 1, 2019 Week 3	13/5/19 Term 2, Week 3, 2019	24/6/19 Term 2, 2019 Week 9	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
<b>Speaking</b> Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	5		15		<b>20</b>
<b>Listening and Responding</b> Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20		10	<b>30</b>
<b>Reading and Responding (Part A)</b> Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	20			10	<b>30</b>
<b>Reading and Responding (Part B)</b> <b>Writing in Chinese</b> Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3		10		10	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100</b>

## **FRENCH CONTINUERS**

### **NESA Requirements**

<b>Component</b>		<b>Weighting %</b>
Objectives 1 and 4	- Speaking	20
Objective 3	- Listening and Responding	30
Objectives 1 and 3	- Reading and Responding	30
Objective 2	- Writing	20

Objective 1: Exchange information, opinions and experiences in French

Objective 2: Express ideas through the production of original texts

Objective 3: Analyse, process and respond to texts that are in French

Objective 4: Understand aspects of the language and culture of French speaking communities

### **The Killara High Assessment Schedule for French Continuers**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Speaking and Reading	Listening and Writing	Speaking	Trial HSC Exam	
	11/2/19 Term 1, 2019 Week 3	16/5/19 Term 2, 2019 Week 3	27/6/19 Term 2, 2019 Week 9	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
<b>Speaking</b> Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	5		15		<b>20</b>
<b>Listening and Responding</b> Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20		10	<b>30</b>
<b>Reading and Responding (Part A)</b> Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	20			10	<b>30</b>
<b>Reading and Responding (Part B)</b> <b>Writing in French</b> Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3		10		10	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100</b>



## **GERMAN CONTINUERS**

### **NESA Requirements**

<b>Component</b>		<b>Weighting %</b>
Objectives 1 and 4	- Speaking	20
Objective 3	- Listening and Responding	30
Objectives 1 and 3	- Reading and Responding	30
Objective 2	- Writing	20

- Objective 1: Exchange information, opinions and experiences in German  
 Objective 2: Express ideas through the production of original texts  
 Objective 3: Analyse, process and respond to texts that are in German  
 Objective 4: Understand aspects of the language and culture of German speaking communities

### **The Killara High Assessment Schedule for German Continuers**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Speaking and Reading	Listening and Writing	Speaking	Trial HSC Exam	
	12/2/19 Term 1, 2019 Week 3	17/5/19 Term 2, 2019 Week 3	24/6/19 Term 2, 2019 Week 9	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
<b>Speaking</b> Objectives 1 and 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1	5		15		<b>20</b>
<b>Listening and Responding</b> Objective 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2		20		10	<b>30</b>
<b>Reading and Responding (Part A)</b> Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3	20			10	<b>30</b>
<b>Reading and Responding (Part B)</b> <b>Writing in German</b> Objectives 2 and 4 Outcomes: 2.1, 2.2, 2.3, 4.1, 4.2, 4.3		10		10	<b>20</b>
<b>Weighting</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>30</b>	<b>100</b>

## **Assessment in French Beginners and** **Assessment in Chinese, French and German Continuers**

The Outcomes a student is expected to attain from the course are as follows:

- H1.1 - uses a range of strategies to maintain communication
- H1.2 - conveys information appropriate to context, purpose and audience
- H1.3 - exchanges and justifies opinions and ideas on known topics
- H1.4 - reflects on aspects of past, present and future experience
- H2.1 - applies knowledge of language structures to create original text
- H2.2 - describes, narrates and reflects on real or imaginary experience in the past, present or future
- H2.3 - structures and sequences ideas and information
- H3.1 - identifies and conveys the gist, main points, supporting points and detailed items of specific information
- H3.2 - summarises, interprets and evaluates information
- H4.1 - recognises and employs language appropriate to different social contexts
- H4.2 - identifies values, attitudes and beliefs of cultural significance
- H4.3 - reflects upon significant aspects of language and culture

# Assessment in Mathematics

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## **MATHEMATICS STANDARD 2, MATHEMATICS, EXTENSION 1 AND EXTENSION 2 COURSES**

### **Components for MATHEMATICS STANDARD 2**

The aims and objectives are grouped into two Components for the purpose of assessing candidates in these courses.

<b>Component</b>	<b>Description</b>	<b>Weighting %</b>
Understanding, fluency and communication	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Problem solving, reasoning and justification	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
		100

## **Components for MATHEMATICS, MATHEMATICS EXTENSION ONE and MATHEMATICS EXTENSION 2**

The aims and objectives are grouped into two Components for the purpose of assessing candidates in these courses.

<b>Component</b>	<b>Description</b>	<b>Weighting %</b>
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics Extension 1 and Mathematics Extension 2 courses as:

### **Concepts, skills and techniques**

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solution
- applying appropriate techniques to solve routine problems

### **Reasoning and communication**

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems

***For Mathematics, Mathematics Extension 1 and Mathematics Extension 2 courses only***

- evaluating methods of solution in terms of efficiency and breadth of application, and recognising limitations to the validity of solutions.

The weightings appropriate to assessment of attainment of these Components in each course are given in the table following.

Component	COURSES		
	Mathematics	Extension 1 Mathematics	Extension 2 Mathematics
Concepts, skills and techniques	50	50	50
Reasoning and communication	50	50	50
<b>TOTAL</b>	<b>100</b>	<b>100</b>	<b>100</b>

## **MATHEMATICS STANDARD 2**

The number of tasks, their weightings and outcomes assessed is shown in the table below.

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
Investigation Assignment	In Class Open Book Test	In class Test	Trial HSC Exam	
20 November Term 4, 2018 Week 6	1 March Term 1, 2019 week 5	7 June Term 2, 2019 Week 6	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
MS2-12-8, MS2-12-9, MS2-12-10 <b>Topics</b> N2.1, N2.2, N2.3	MS11-2-10, MS2-12-3 to 5, 9, 10 <b>Topics</b> S1.2, F1.1, F1.3, F4, M2, M7	MS2-12-1 to 3, MS2-12-4, 6, 7,9,10 <b>Topics</b> M6, F4.1, A4.1, S4, F5	MS11-1 to 10 MS2-12-1 to 10	
<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	

The Mathematics Standard Year 11 course content will be assumed knowledge for the assessment tasks and may be used to examine Year 12 outcomes.

### **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

## **MATHEMATICS**

The number of tasks, their weightings and outcomes assessed is shown in the table below.

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
Investigation/ Modelling Task	Open Book Test	In-class assessment	Trial HSC Exam	
20 November Term 4, 2018 Week 6	1 March Term 1, 2019 Week 5	7 June Term 2, 2019 Week 6	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
H1, H2, H4, H5, H6, H7, H9	H1, H2, H4, H5, H6, H7, H8, H9	H1-H9	P2 – P8, H1-H9	
<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

Up to 20% of the school assessment in HSC Mathematics may be based on the Preliminary 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

## **MATHEMATICS EXTENSION 1**

The number of tasks, their weightings and outcomes assessed is shown in the table below.

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
Extended Modelling/Problem Solving	In class Test	In class assessment	Trial HSC Exam	
30 November Term 4, 2018 Week 7	26 February Term 1, 2019 Week 5	18 June Term 2, 2019 Week 8	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
PE3, PE4 HE1, HE2, HE7	H2–H9 HE2, HE4, HE6, HE7	H1-9, HE4, HE5, HE6, HE7	PE2–PE6 H1-9, HE2-HE7	
<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	

### **Outcomes**

HE1 - appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 - uses inductive reasoning in the construction of proofs

HE3 - uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion, or exponential growth and decay

HE4 - uses the relationship between functions, inverse functions and their derivatives

HE5 - applies the chain rule to problems including those involving velocity and acceleration as functions of displacement

HE6 - determines integrals by reduction to a standard form through a given substitution

HE7 - evaluates mathematical solutions to problems and communicates them in an appropriate form



## **MATHEMATICS EXTENSION 2**

The number of tasks, their weightings and outcomes assessed is shown in the table below.

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
In-class assessment	Written Exam	In-class assessment	Trial HSC Exam	
17 December Term 4, 2018 Week 10	8 March Term 1, 2019 Week 6	14 June Term 2, 2019 Week 7	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
E1, E2, E3, E4, E9	HE2 - HE7, E1, E2, E3, E4, E6, E8, E9	E1, E3, E7, E9	HE2-HE7, E1, E2-E9	
<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	

### **Outcomes**

- E1 - appreciates the creativity, power and usefulness of mathematics to solve a broad range of problems
- E2 - chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
- E3 - uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
- E4 - uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
- E5 - uses ideas and techniques from calculus to solve problems in mechanics involving resolution of forces, resisted motion and circular motion
- E6 - combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
- E7 - uses the techniques of slicing and cylindrical shells to determine volumes
- E8 - applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
- E9 - communicates abstract ideas and relationships using appropriate notation and logical argument

# Assessment in Community and Family Studies

The internal assessment mark for Community and Family Studies in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
	100

## The Killara High Assessment Schedule for Community and Family Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Independent Research Project	Parenting and Caring Case Study Task	Groups in context Investigation of a Specific Group	HSC Trial Examination	
	Project Plan: Term 4, Week 3, 2/11/18 Final Product: Term 4, Week 9, 13/12/18	Term 1, Week 5, 2019 27/2/19	Term 2, Week 6, 2019 3/6/19	<b>Term 3, 2019 Week 1-3</b>	
	H4.1, H4.2	H2.1, H3.2, H5.1, H5.2, H6.1	H3.1, H3.2, H3.4	H1.1 to H6.2	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in Community and Family Studies – Continued**

**Note:** The following outcomes will be achieved over the two-year course, through appreciation of Community and Family Studies Concepts – H7.1, H7.2, H7.3 and H7.4

### **Course Outcomes**

The outcomes the student is expected to demonstrate from the course are as follows:

- 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 socio-cultural 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
- H7.1 - appreciates differences among individuals, groups and families within communities and values their contributions to society.
- H7.2 - develops a sense of responsibility for the wellbeing of themselves and others.
- H7.3 - appreciates the value of resource management in response to change.
- H7.4 - values the place of management in coping with a variety of role expectations.

# Assessment in Personal Development, Health and Physical Education

The internal assessment mark for Personal Development, Health and Physical Education in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research, analysis and communicating	60
	100

## The Killara High Assessment Schedule for Personal Development, Health and Physical Education

Course Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Core 2	Option 4	Core 1	Core 1, Core 2, Options 3 & 4	
	Practical Analysis	Analytical Report	Research Task	Trial HSC Exam	
	21 November Term 4, 2018 Week 6	21 February Term 1, 2019 Week 4	24 May Term 2, 2019 Week 4	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	H7, 9, 11, 16	H8, 17	H2, 3, 4, 14, 15, 16	H1 – 17	
Knowledge and understanding of course content	10	5	10	15	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	15	15	15	<b>60</b>
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in Personal Development, Health and Physical Education – Continued**

### **Course Outcomes**

At the end of the HSC Course students should be able to demonstrate the following outcomes:

- H1 - Describe 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 the new public approach to health promotion
- 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
- 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 in response to individual performance needs
- H12 - Analyses the influence of socio-cultural factors on the way people participate in and value physical activity and sport
- H13 - Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 - Argues the benefits of health promoting actions and choices that promote social justice
- H15 - Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 - Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 - Selects appropriate options and formulates strategies based on critical analysis of the factors that affect performance and safe participation

# Assessment in Science

The internal assessment mark for Science courses in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the tables below.

## BIOLOGY

### NESA Requirements

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

### The Killara High Assessment Schedule for Biology

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical	Processing Task	Depth Study	<b>Trial HSC Examination</b>	
	Term 4 2018, Week 7 Friday 30 Nov	28/3/19 Term 1 2019, Week 9	28/6/19 Term 2 2019, Week 9	<b>Term 3 2019, Weeks 1-3</b>	
	Outcomes assessed BIO11/12-6, BIO11/12-7, BIO12-12	Outcomes assessed BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO12-13	Outcomes assessed BIO11/12-1, BIO11/12-2, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14, BIO12-15	Outcomes assessed BIO11/12-1, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	
Knowledge and understanding	5	10	10	15	<b>40</b>
Skills in working scientifically	15	10	20	15	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Assessment in Biology - Continued**

### **Course Outcomes**

#### **Working Scientifically Skills**

##### **Questioning and predicting**

**BIO11/12-1** develops and evaluates questions and hypotheses for scientific investigation

##### **Planning investigations**

**BIO11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

##### **Conducting investigations**

**BIO11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

##### **Processing data and information**

**BIO11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

##### **Analysing data and information**

**BIO11/12-5** analyses and evaluates primary and secondary data and information

##### **Problem solving**

**BIO11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

##### **Communicating**

**BIO11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### **Knowledge and Understanding**

**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

# CHEMISTRY

## NESA Requirements

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

## The Killara High Assessment Schedule for Chemistry

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic test/processing task	Practical	Depth Study	<b>Trial HSC Examination</b>	
	27 November Term 4, 2018 Week 7	11/3/19 Term 1, 2019 Week 7	11/6/19 Term 2, 2019 Week 7	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	CH12-12, CH11/12-4, CH11/12-5	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6	CH12-15, CH11/12-1 CH11/12-2, CH11/12-3 CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7	CH11/12-4, CH11/12-5 CH11/12-6, CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and understanding	15		5	20	<b>40</b>
Skills in working scientifically	5	25	20	10	<b>60</b>
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## **Assessment in Chemistry - Continued**

### **Course Outcomes**

#### **Working Scientifically Skills**

##### **Questioning and predicting**

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

##### **Planning investigations**

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

##### **Conducting investigations**

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

##### **Processing data and information**

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

##### **Analysing data and information**

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

##### **Problem solving**

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

##### **Communicating**

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

#### **Knowledge and Understanding**

**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

## **EARTH AND ENVIRONMENTAL SCIENCE**

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Skills in working scientifically	60
Knowledge and understanding of course content	40
<b>Total</b>	<b>100</b>

### **The Killara High Assessment Schedule for Earth and Environment Science**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Topic test/processing	Practical	Depth Study	Trial HSC Examination	
	15 November Term 4, 2018 Week 5	4/3/19 Term 1, 2019 Week 6	13/6/19 Term 2 2019, Week 7	<b>Term 3, 2019 Weeks 1-3</b>	
	EES11/12-4, EES11/12-5, EES11/12-6, EES12-12	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-14	EES11/12-4, EES11/12-6, EES11/12-7, EES12-12, EES 12-13, EES12-14, EES12-15	
Knowledge and understanding	15		5	<b>20</b>	<b>40</b>
Skills in Working Scientifically	5	25	20	<b>10</b>	<b>60</b>
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in Earth and Environmental Science - Continued**

### **Course Outcomes**

#### **Working Scientifically Skills**

##### **Questioning and predicting**

**EES11/12-1** develops and evaluates questions and hypotheses for scientific investigation

##### **Planning investigations**

**EES11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

##### **Conducting investigations**

**EES11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

##### **Processing data and information**

**EES11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

##### **Analysing data and information**

**EES11/12-5** analyses and evaluates primary and secondary data and information

##### **Problem solving**

**EES11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

##### **Communicating**

**EES11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### **Knowledge and Understanding**

**EES12-12** describes and evaluates the models that show the structure and development of the Earth over its history

**EES12-13** describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems

**EES12-14** analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate

**EES12-15** describes and assesses renewable and non-renewable Earth resources and how their extraction, use consumption and disposal affect the Earth's systems

# PHYSICS

## NESA Requirements

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
	<b>100</b>

## The Killara High Assessment Schedule for Physics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Topic test/processing	Practical	Depth Study	Trial HSC Examination	
	12 December 2018 Term 4, Week 9	12/3/19 Term 1, 2019 Week 7	1/5/19 Term 2, 2019 Week 1	<b>Term 3, 2019 Trial HSC Exams Weeks 1-3</b>	
	PH12-12, PH11/12-5, PH11/12-6	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12	PH12-12, PH12-13, PH12-14, PH12-15, PH11/12-6, PH11/12-5	
Knowledge and understanding	15		5	20	<b>40</b>
Skills in working scientifically	5	25	20	10	<b>60</b>
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **Assessment in Physics - Continued**

### **Course Outcomes**

#### **Working Scientifically Skills**

##### **Questioning and predicting**

**PH11/12-1** develops and evaluates questions and hypotheses for scientific investigation

##### **Planning investigations**

**PH11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information

##### **Conducting investigations**

**PH11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information

##### **Processing data and information**

**PH11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

##### **Analysing data and information**

**PH11/12-5** analyses and evaluates primary and secondary data and information

##### **Problem solving**

**PH11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

##### **Communicating**

**PH11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose

#### **Knowledge and Understanding**

**PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

**PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

**PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

**PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## **SCIENCE EXTENSION**

### **NESA Requirements**

<b>Component</b>	<b>Weighting %</b>
Communicating Scientifically	30
Gathering, recording, analysing and evaluating data	30
Application of scientific research skills	40
<b>Total</b>	<b>100</b>

### **The Killara High Assessment Schedule for Science Extension**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Literature Review	Statistical Case Study	Scientific Research Report	
	15/2/19 Term 1, 2019 Week 3	4/6/19 Term 2, 2019 Week 6	30/8/19 Term 3, 2019 Week 6	
	Outcomes Assessed SE-2, SE-3, SE-5, SE-7	Outcomes Assessed SE-4, SE-5, SE-7	Outcomes Assessed SE-1 – SE-7	
Communicating scientifically	15	5	10	<b>30</b>
Gathering, recording, analysing and evaluating data	10	10	10	<b>30</b>
Application of scientific research skills	5	15	20	<b>40</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment in Science Extension - Continued**

### **Course Outcomes**

#### **Communicating Scientifically**

- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

#### **Gathering, recording, analysing and evaluating data**

- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

#### **Application of scientific research skills**

- SE-1** refines and applies the Working Scientifically processes in relation to scientific research
- SE-2** analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3** interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4** uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5** analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6** analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7** communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

# Assessment in Design and Technology

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	40
Knowledge and skills in designing, managing, producing and evaluating design projects	60
	<b>100</b>

## The Killara High Assessment Schedule for Design and Technology

Task number	Task 1	Task 2	Task 3	Task 4	
Task Name	Project Proposal Presentation	Innovation Case Study	Project Development and Realisation Showcase	Trial Examination	
Due Date	Friday 23/11/18 Week 6, Term 4	11/4/19 Week 11, Term 1, 2019	28/6/19 Week 9, Term 2 2019	Term 3, Weeks 1-3 2019	
Outcomes assessed	H1.1, H4.1, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H6.1, H6.2	H1.2, H3.2, H4.2, H4.3, H5.1, H5.2	H1.1, H2.1, H2.2, H3.1, H6.2	
Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	10	20	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



## **Assessment in Design and Technology - Continued**

A student:

- H1.1 - critically analyses the factors affecting design and the development and success of design projects
- H1.2 - relates the practices and processes of designers and producers to the major design project
- H2.1 - explains the influence of trends in society on design and production
- H2.2 - evaluates the impact of design and innovation on society and the environment
- H3.1 - analyses the factors that influence innovation and the success of innovation
- H3.2 - uses creative and innovative approaches in designing and producing
- H4.1 - identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2 - selects and uses resources responsibly and safely to realise a quality major design project
- H4.3 - evaluates the processes undertaken and the impacts of the major design project
- H5.1 - manages the development of a quality major design project
- H5.2 - selects and uses appropriate research methods and communication techniques
- H6.1 - justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices
- H6.2 - critically assesses the emergence and impact of new technologies, and the factors affecting their development

# Assessment in Engineering Studies

## NESA Requirements

	Components	Weighting	Suggested Tasks
1	Knowledge and understanding of course content	60	Assessment tasks might include <ul style="list-style-type: none"> <li>• class tests</li> <li>• examinations</li> <li>• engineering reports</li> <li>• site visit reports</li> <li>• interview reports</li> <li>• experimental work</li> <li>• practical applications</li> </ul>
2	Knowledge and skills in research, problem solving and communication related to engineering practice.	40	
	Total	<b>100</b>	

## The Killara High Assessment Schedule for Engineering Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Civil Structures Hand in	Civil Engineering and Transport Examination	Engineering Report Aeronautical	Trial HSC Written Examination	
	7 December Term 4 Week 8, 2018.	4/3/19 Term 1 – Week 6	24/5/19 Term 2 - Week 4	Term 3 – Week 1-3	
	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H2.1, H2.2 H3.1, H3.3, H4.2, H4.3, H6.1, H6.2	
1 Knowledge and understanding	15	15	10	20	<b>60</b>
2 Knowledge and skills in research...	15	5	10	10	<b>40</b>
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## **Assessment in Engineering Studies - Continued**

### **Course Outcomes**

- H1.1 - describes the scope of engineering and critically analyses current innovations
- H1.2 - differentiates between properties of materials and justifies the selection of materials, components and processes in engineering
- H2.1 - determines suitable properties, uses and applications of materials in engineering
- H2.2 - analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 - demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 - uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 - develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 - investigates the extent of technological change in engineering
- H4.2 - applies knowledge of history and technological change to engineering- based problems
- H4.3 - appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems
- H5.1 - works individually and in teams to solve specific engineering problems and in the preparation of engineering reports
- H5.2 - selects and uses appropriate management and planning skills related to engineering
- H6.1 - demonstrates skills in research and problem-solving related to engineering
- H6.2 - demonstrates skills in analysis, synthesis and experimentation related to engineering

# Assessment in Hospitality

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Hospitality is an HSC two-year competency based course which begins in Year 11 and continues through Year 12. Assessment of competencies is standards-referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students.

Students work to achieve the competencies described in each unit of work. To be assessed as competent, a student must attend all lessons and be able to demonstrate that they can carry out tasks and understand the concepts to Industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, practical applications, homework, work placement experiences and the required documentation.

At Killara High School, students are progressively assessed as either 'competent' or 'not yet competent'. As the student achieves each competency, it is recorded. This forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Hospitality Curriculum Framework.

- **A mark will be sent to NESAC at the end of Year 12, based on the Trial HSC Theory exam. This will only be used in the case of misadventure in the HSC exam. All other 'assessments' contribute to gaining a Statement of Attainment towards Certificate II Kitchen Operations (SIT10312).**
- No school-based assessment mark will be recorded.

Evidence gathered to determine the successful completion of the course may include the following-

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Practical assessment	Oral questioning	Written assignment, Portfolio, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other (detail)
Cluster A: Getting Ready for Work									
<a href="#">SITXFSA101</a>	Use hygienic practices for food safety	X	X	X	X		X		
<a href="#">SITXWHS101</a>	Participate in safe work practices	X	X	X	X	X	X		
Cluster B: Intro to the Commercial Kitchen									
<a href="#">SITHKOP101</a>	Clean kitchen premises and equipment	X	X	X	X	X	X	X	
<a href="#">SITHCCC101</a>	Use food preparation equipment	X	X	X	X				
Cluster C: Safe Food Handling									
<a href="#">SITXINV202</a>	Maintain the quality of perishable items	X	X	X	X	X	X		
<a href="#">SITXFSA201</a>	Participate in safe food handling practices	X	X	X	X		X		
<a href="#">SITHCCC102</a>	Prepare simple dishes	X	X	X	X		X		
Cluster D: Food Glorious Food									
<a href="#">SITHCCC103</a>	Prepare sandwiches	X	X	X	X		X		
<a href="#">SITHCCC202</a>	Produce appetisers and salads	X	X	X	X		X	X	
Cluster E: Working in Industry									
<a href="#">BSBWOR203B</a>	Work effectively with others	X	X	X	X		X		
<a href="#">SITHIND201</a>	Source and use information on the hospitality industry	X	X	X	X		X		
BSBSUS201A	Participate in environmentally sustainable work practices								
Cluster F: Cooking in the Commercial Kitchen									
<a href="#">SITHCCC207</a>	Use cookery skills effectively	X	X	X	X	X	X	X	
<a href="#">SITHCCC201</a>	Produce dishes using basic methods of cookery	X	X	X	X	X	X	X	

Scope and Sequence SIT20312 Certificate II in Kitchen Operations															
YEAR GROUP		11/12	HSC YEAR		2019	TEACHER									
List of units of competency to be delivered in each term; annotate when unit actually commences and ends. Please add local variations eg excursions, work placement, school examination periods						Weeks									
Term 1						1	2	3	4	5	6	7	8	9	10
INDUCTION															
Cluster A: Getting Ready for Work															
SITXFSA101		Use hygienic practices for food safety (10)													
SITXWHS101		Participate in safe work practices (15)													
Cluster B: Intro to the Commercial Kitchen															
SITHKOP101		Clean kitchen premises and equipment (10)													
SITHCCC101		Use food preparation equipment (20)													
Term 2						1	2	3	4	5	6	7	8	9	10
Cluster A: Getting Ready for Work															
SITXFSA101		Use hygienic practices for food safety													
SITXWHS101		Participate in safe work practices													
Cluster B: Intro to the Commercial Kitchen															
SITHKOP101		Clean kitchen premises and equipment													
SITHCCC101		Use food preparation equipment													
Term 3						1	2	3	4	5	6	7	8	9	10
Cluster C: Safe Food Handling															
SITXINV202		Maintain the quality of perishable items (5)													
SITXFSA201		Participate in safe food handling practices (15)													
SITHCCC102		Prepare simple dishes (20)													

Cluster Task D – 14 November 2018, Week 5, Term 4

<b>Term 4</b>										
<b>Cluster D: Food Glorious Food</b>										
SITHCCC103 Prepare sandwiches (15)										
SITHCCC202 Produce appetisers and salads (25)										

Assessment Task D - Food Glorious Food – Term 1 2018, Week 4 (Two Catering Events – Sandwiches and Appetisers)

<b>Term 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Cluster E: Working in Industry</b>										
BSBWOR203B Work effectively with others (15)										
SITHIND201 Source and use information on the hospitality industry (20)										
BSBSUS201A Participate in environmentally sustainable work practices (15)										

Assessment Task E Working in Industry – Week 10, Term 1 2018

Assessment Task F – Cooking in the Commercial Kitchen Term 1 2018 Week 4, 10 or 11 - Electronic Folio Due

<b>Term 6-7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>Cluster F: Cooking in the Commercial Kitchen</b>																				
SITHCCC207 Use cookery skills effectively (20)																				
SITHCCC201 Produce dishes using basic methods (40)																				

## School Name: Student Competency Assessment Schedule

**COURSE: HSC Hospitality - Kitchen Operations and Cookery Stream**

**2018 – 2019**

<b><u>ASSESSMENT EVENTS FOR</u></b> <b><u>CERTIFICATE II KITCHEN OPERATIONS SIT20312</u></b>			Cluster D	Cluster E	Cluster F	
			Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen	Trial Exam
			Term 1, Week 4. 22/2/19	31/5/19 Week 5 Term 2, 2019	2/9/19 Week 7 Term 3, 2019	Weeks: 1-3 Trial HSC Examination Term:3
Code	Unit of Competency					Examinable HSC Units of Competency
SITHCCC103	Prepare sandwiches					
SITHCCC202	Produce appetisers and salads					
BSBWOR203B	Work effectively with others		X			
SITHIND201	Source and use information on the hospitality industry		X			
BSBSUS201A	Participate in environmentally sustainable work practices		X			
SITHCCC207	<i>Use cookery skills effectively</i>			X		
SITHCCC201	Produce dishes using basic methods			X		

Please note: Week 2, Term 2 2019, is Hospitality Work Experience

Certificate II in Kitchen Operations SIT10312

**Schools may schedule exam items in preparation for the HSC exam however, these do not form part of the RTO assessment requirements.**

**Week: 1- 3 (Written & Practical Exams)**

**Term: 3**



The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

## Hospitality – Kitchen Operations Stream 240 Hour Compressed Delivery

## Student Competency Assessment Schedule 2018

Assessment tasks for Certificate II in Kitchen Operations SIT20312		Cluster A Getting ready for work	Cluster B Intro to the commercial kitchen	Cluster C Safe food handling	Cluster D Food glorious food	Cluster E Working in industry	Cluster F Cooking in the commercial kitchen		Trial HSC Exam
		Completed 2018	Completed 2018	Completed 2018	Term 1, Week 4. 22/2/19	31/5/19 Week 5 Term 2, 2019	2/9/19 Week 7 Term 3, 2019		Week: 1-3 Term 3 2019
Code	Unit of Competency							HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXFSA101	Use hygienic practices for food safety	X							
SITXWHS101	Participate in safe work practices	X							
SITHKOP101	Clean kitchen premises and equipment		X						
SITHCCC101	Use food preparation equipment		X						
SITXINV202	Maintain the quality of perishable items			X					
SITXFSA201	Participate in safe food handling practices			X					
SITHCCC102	Prepare simple dishes			X					
SITHCCC103	Prepare sandwiches				X				
SITHCCC202	Produce appetisers and salads				X				
BSBWOR203B	Work effectively with others					X			
SITHIND201	Source and use information on the hospitality industry					X			
BSBSUS201A	Participate in environmentally sustainable work practices					X			
SITHCCC201	Produce dishes using basic methods of cookery						X		
<b>SITHCCC204</b>	<b>Produce vegetable, fruit, egg and farinaceous dishes</b>						<input type="checkbox"/>		
	<b>OR</b>						OR		
<b>SITHCCC207</b>	<b>Use cookery skills effectively</b>						<input type="checkbox"/>		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Kitchen Operations SIT20312 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20312

**Schools will schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

**Notes-**

- Unit competency tests and assessment tasks are required to meet Industry standard. If a student does not meet the standard, they may be retested to achieve it. If a student does not achieve it on the second attempt, he/she is deemed ‘not yet competent’. A student may be granted a third testing in certain circumstances.
- At least three pieces of evidence must be provided to gain competency in each unit.
- In **every** practical lesson, **students must meet the required industry standards of appearance, presentation and hygiene**. This means that **no student will be allowed to participate in practical lessons without full chef’s uniform and correct footwear**.
- Students must meet the required number of hours (240 hours) to satisfactorily meet the requirements of the course.
- Students must successfully complete a 35-hour work placement in both Year 11 to meet Preliminary HSC requirements and Year 12 to meet HSC requirements (70 hours in total).
- To achieve competency students must attend **all** practical classes and apply themselves with **diligence to achieve lesson/course outcomes as set out by each unit of competency**.

# Assessment in Industrial Technology

The internal assessment mark for Industrial Technology in Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments using the component weightings as prescribed by NESA in the table below.

## NESA Requirements

Component	Weighting
Knowledge and understanding of course content	40
Knowledge and skills in the design, management, communication and production of a major project	60
	<b>100</b>

## The Killara High Assessment Schedule for Industrial Technology

Task number	Task 1	Task 2	Task 3	
<b>Task Name</b>	Project Designing and Planning Presentation	Project Development and Management Report and Video	Trial Examination	
<b>Due Date</b>	Thursday 29/11/2018 Week 7, Term 4	30/5/19 Week 5, Term 2 2019	Term 3, Weeks 1-3 2019	
<b>Outcomes assessed</b>	H3.1, H3.2, H3.3, H4.2, H5.1, H5.2, H6.1	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2	H1.1, H1.2, H1.3, H6.1, H6.2, H7.1, H7.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	30	30	0	<b>60</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## **Assessment in Industrial Technology Multimedia and Timber- Continued**

### **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 through the production of a Major Project
- H4.1 demonstrates competency 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

# Assessment in Software Design and Development

## NESA Requirements

Component	Weighting %
Knowledge and understanding of course content	50
Knowledge and skills in the design and development of software solutions	50
	100

## The Killara High Assessment Schedule for Software Design and Development

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Software Design Pitch	Software Solution Case Study	Software Project	Trial HSC Examination	
	3/12/18 Period 2, 4/12/18 Period 4 and 6/12/18 Period 1 Term 4 2018 Week 8	1/3/19 Term 1 2019 Week 5	26/6/19 Term 2 2019 Week 9	<b>Term 3 2019 Trial HSC Exams Weeks 1-3</b>	
	H2.1, 3.1, 4.1, 4.2, 5.2, 6.1, 6.2, 6.4	H1.1, 1.2, 1.3, 2.2, 5.1, 5.2, 6.1, 6.2	H1.3, 3.1, 3.2, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, 6.3, 6.4	H1.1, 1.2, 1.3, 2.1, 3.1, 5.2, 6.1, 6.4	
Knowledge and understanding of course content	10	10	10	20	50
Knowledge and skills in the design and development of software solutions	10	10	20	10	50
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## **Assessment in Software Design and Development - Continued**

The Outcomes a student is expected to attain from the course are as follows:

- H1.1 explains the interrelationship between hardware and software
- H1.2 differentiates between various methods used to construct software solutions
- H1.3 describes how the major components of a computer system store and manipulate data
- H2.1 explains the implications of the development of different languages
- H2.2 explains the interrelationship between emerging technologies and software development
- H3.1 identifies and evaluates legal, social and ethical issues in a number of contexts
- H3.2 constructs software solutions that address legal, social and ethical issues
- H4.1 identifies needs to which software solutions are appropriate
- H4.2 applies appropriate development methods to solve software problems
- H4.3 applies a modular approach to implement well-structured software solutions and evaluates their effectiveness
- H5.1 applies project management techniques to maximise the productivity of the software development
- H5.2 creates and justifies the need for the various types of documentation required for a software solution
- H5.3 selects and applies appropriate software to facilitate the design and development of software solutions
- H6.1 assesses the skills required in the software development cycle
- H6.2 communicates the processes involved in a software solution to an inexperienced user
- H6.3 uses and describes a collaborative approach during the software development cycle
- H6.4 develops and evaluates effective user interfaces, in consultation with appropriate people

## **Assessment Booklet Updates**

The following pages had a course update on 29 October 2018

Illness/Misadventure Summary

The following pages had a course update on 18 February 2019

Visual Arts

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## Endnotes

- i. *Disability provisions: evidence.* Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. This information can be located at the following address <http://ace.bostes.nsw.edu.au/ace-10005>.
- ii. This information about disability provisions is sourced from the BOSTES document titled *Schools' Guide to Disability Provisions*. The document provides advice to school Counsellors, Year Advisers, Career Advisers, STLA/support teachers and school staff responsible for submitting applications for disability provisions for the HSC examinations. This information can be located at the following address: [https://www.boardofstudies.nsw.edu.au/disability-provisions/pdf\\_doc/schools-guide-disability-provisions.pdf](https://www.boardofstudies.nsw.edu.au/disability-provisions/pdf_doc/schools-guide-disability-provisions.pdf)
- iii. *Disability provisions: areas outside BOSTES guidelines.* Information about disability provisions sourced from the Assessment Certification Examination (ACE) manual. ACE 10003. This information can be located at the following address <http://ace.bostes.nsw.edu.au/ace-10003>
- iv. This requirement has been developed by BOSTES and was published on Monday 6 June, 2016.
- v. The information contained in the Killara High School Assessment Policy regarding Illness/Misadventure Applications has been informed by the Assessment Certification Examination (ACE) manual developed by BOSTES.

The following sections of the ACE manual have informed Killara High School's Assessment Policy:

- Higher School Certificate illness/misadventure applications ACE 11002 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – procedures for lodging an application ACE 11003 Last Updated: 15 September 2015
- Higher School Certificate illness/misadventure applications – grounds for appeal ACE 11004

The entire BOSTES package regarding illness/misadventure can be located at this URL: <http://ace.bostes.nsw.edu.au/appeals/illness-misadventure>

- vi. This is a requirement determined by BOSTES on the form titled "[Independent evidence of illness: to be completed by a medical practitioner](#)", located on page 2 of the Higher School Certificate Examination Applications Due to Illness or Misadventure form.
- vii. Killara High School's Leave Policy is determined by the [Department of Education's Student Attendance in Government Schools Procedures: School Attendance Policy PD 20050259 Learning and Engagement Directorate 2015](#). Section 14, located on page 12 of the Department of Education's Attendance Policy has shaped Killara High School's position when addressing leave clashes with assessments.
  - From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
  - A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.