

HUNTERS HILL HIGH SCHOOL



ASSESSMENT HANDBOOK FOR PRELIMINARY COURSE



CRICOS Provider: NSW Department of Education
Cricos Provider Code: 00588M

Principal's Message to Parents and Students

Dear Parents and Students,

Year 11 students have commenced their senior schooling with the aim to further their education and to gain a Higher School Certificate. The workload is significantly greater than Year 10, therefore, students' commitment needs to be correspondingly greater.

The school has prepared this booklet to assist Year 11 students in undertaking the Preliminary HSC studies. An Information Evening is held early in Term 1 to assist Year 11 students and their parents to successfully negotiate Year 11.

Students generally undertake 6 x 2 Unit Courses to qualify for their Preliminary Higher School Certificate. Each course has a maximum of three assessable activities (called Assessment Tasks) that will form the basis for the final mark achieved at the completion of the Preliminary Year.

It is critical that students and parents understand the importance of these Assessment Tasks. Students need to prepare for each task. They must approach tasks seriously and make every effort to apply themselves to the best of their ability.

The NSW Educational Standards Authority (NESA) oversees all Preliminary HSC Courses. NESA requires that all students experience the same conditions when undertaking an Assessment Task. This particular constraint can have a significant impact on unwary students who fail to submit an Assessment Task on or before its due date. Our strongest recommendation is that students use a Year Planner and record the due dates of all Assessment Tasks.

There is a Misadventure Appeals Process to cover situations of serious misfortune and substantiated illness that is detailed within this booklet. It must be said, however, that Misadventure Appeals will not be upheld for lateness due to poor time management or organisation.

We wish every student well for his/her studies in 2020. We look forward to working with you as our new seniors and hope to share the many successes that come from hard work.



Greg Lill
Principal

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LIST OF PRELIMINARY COURSES OFFERED IN 2020

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Introduction to Assessment

What is an assessment handbook?

This is a booklet for Year 11 students and their families to assist in the planning and preparation of the different tasks that will be used for Preliminary HSC Assessment at the completion of Year 11. Generally, courses will have 3 Assessment Tasks in their assessment program for students to undertake.

The timing, structure and nature of the various Assessment Tasks that apply to each course are detailed in this booklet. Students should refer to this booklet regularly to assist with management of these tasks.

Please keep this booklet in a safe location and refer to it frequently. It contains additional information such as the Misadventure Appeal Form which should be photocopied and completed, if ever the need arises.

What is an assessment?

Assessment is the process of identifying, gathering and interpreting information about students' learning.

Standards Referencing

The Preliminary HSC uses a standards-referenced approach in assessment and reporting. The standards are:

- The knowledge, skills and understandings expected to be learnt by students as a result of studying the course, are referred to as the 'syllabus standards'.
- The levels of achievement of the knowledge, skills and understandings are referred to as the 'performance standards'.

THE PURPOSE OF THE ASSESSMENT PROCEDURE

A school's assessment of NESA-determined courses is intended to provide an indication of a student's attainment of a wider range of syllabus objectives than can be measured in a single HSC examination.

The assessment process will cover the whole course, including the content and objectives measured by the external examination. Marks for interest, attitude and/or conduct will not be included.

It should be noted, however, that satisfactory conduct and satisfactory progress supported by regular attendance are prerequisites for the awarding of the Higher School Certificate.

COURSES

All courses are based on units of study; each unit requires approximately two hours of study per week. Most courses are two unit courses, although it is possible to take one unit courses in some subjects and additional units in other subjects.

A student may take a combination of 1, 2, 3 or sometimes 4 unit courses. For the HSC, the minimum number of units is 10 units. Each unit equates to a maximum possible mark of 50; therefore, two unit courses have a maximum possible mark of 100.

EXTENDED ABSENCES (e.g. Overseas Travel)

All students are required to attend school on every school day. Preliminary students have an obligation and a responsibility to meet the required outcomes for their Preliminary courses. As such, it is highly unlikely that the Principal would grant leave for overseas or interstate travel during the school term.

If a student's family believes that a situation with exceptional and compelling circumstance has arisen, it would be essential that a written request be submitted to the school for the Principal's consideration. This must be done well in advance of the proposed travel. The school will advise the family of the Principal's decision. Families must be mindful that during any absence, the school's assessment processes would continue as per the HHHS Assessment schedule.

International students are NOT exempted from the requirement of attending every school day. They are NOT to extend their leave periods by scheduling flights to or from home during the school term. This is a requirement of the agreement that families entered into with the Department of Education's International Students Centre.

MAINTAINING YOUR CURRICULUM PATTERN FOR HSC

Students and their families **MUST** ensure that **ANY CHANGES** in curriculum patterns are carefully considered to ensure that the student will **AT ALL TIMES QUALIFY** for an HSC.

Issues which may put a pattern of study at risk for the HSC include:

- Reducing the number of units being studied.
- Dropping Board Developed Courses
- Dropping a Board Developed Course to take up a Board Endorsed Course.
- Changing to English Studies or Mathematics Standard 1 courses; both are Board Endorsed Courses.
- Taking up TAFE courses, particularly 1 year courses; these are generally Board Endorsed Courses.
- Taking too many Science courses.
- Discontinuing subjects at HHS to pursue Extension units in English, Mathematics or History.

HSC COMPLIANCE RULES

To qualify for an HSC, you must ensure that you have:

- Satisfactorily completed a Preliminary pattern of study comprising of at least 12 units.
- Satisfactorily completed an HSC pattern of study comprising of at least 12 units of Preliminary courses and 10 units of HSC courses.
- Included at least 6 units of Board Developed Courses.
- Included at least 2 units of Board Developed Course in English. NESAC permits English Studies to fulfil this requirement.
- Included at least three courses of 2 unit value or greater.
- Included at least 4 different subjects. Extension courses **DO NOT** count as different subjects.
- Included no more than 6 units of Science courses.

NESA COURSE CLASSIFICATIONS

| Board Developed Courses Offered at HHHS | Board Endorsed Courses Offered at HHHS |
|--|---|
| <ul style="list-style-type: none"> • Ancient History (2 Units) • Business Studies (2 Units) • Chemistry (2 Units) • Drama (2 Units) • Design & Technology (2 Units) • English Advanced (2 Units) • English Standard (2 Units) • Hospitality (Cat. B) (2 Units) • Legal Studies (2 Units) • Mathematics (2 Units) • Mathematics Standard (2 Units) • Modern History (2 Units) • Music 1 (2 Units) • PDHPE (2 Units) • Physics (2 Units) • Investigating Science (2 Units) • Society & Culture (2 Units) • Visual Arts (2 Units) • All Extension Courses (1 Unit each) • Approved Languages (Usually 2 Units) • A few 2 Year TAFE Courses (2 Units) | <ul style="list-style-type: none"> • English Studies (2 Units) • Mathematics Standard 1 (2 Units) • Work Studies (2 Units) • Most 1 Year TAFE Courses (Usually 2 Units) e.g. <ul style="list-style-type: none"> ~ Beauty ~ Child Care ~ Computer Repair ~ Plumbing ~ Real Estate <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Whilst English Studies is an ENDORSED Course, it can be counted towards units of a DEVELOPED Course if required.</p> </div> |

SCHOOL ASSESSMENT GUIDELINES & REQUIREMENTS

Please retain this assessment booklet in a secure and readily accessible location for quick reference. It is a STUDENT'S RESPONSIBILITY to follow these policy guidelines:

- All Assessment Tasks are compulsory.
- Every submitted Assessment Task MUST be a student's own work. By submitting a task, a student is confirming that he/she has not plagiarised (copied) or received unfair assistance with the task. Students will receive a zero mark for any part of an Assessment Task that contains plagiarised material as determined by the teacher or the Head Teacher of the course.
- Students will be penalised for any activity in relation to Assessment Tasks which gives them an unfair advantage over other students.
- Students who are absent from school on the day prior to an assessment task, will be deemed to have received an unfair advantage over other students unless the absence is supported by suitable documentation such as a Medical Certificate. Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Students must attend all classes on the day of an Assessment Task in order to fulfil all course outcomes for the award of a HSC. (Missed lessons imply that a student has received an unfair advantage over other students.) Without an upheld Misadventure Appeal, the student will receive a zero mark.
- Tasks must be handed directly to the designated teacher, during the lesson for that subject, on the due submission date. Truancy will necessitate a zero mark. The onus is on the student and parents to prove that any absence is justified. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.
- Students who miss an Assessment Task for any reason must see the relevant Head Teacher, on the first day of their return to school, in order to reschedule the task. A Misadventure Appeal is required as explanation. Failure to comply with these requirements will see a zero mark awarded for the task. A Medical Certificate pre-dating or dated on the day of the incident will be required for any illness – backdated Medical Certificates are not acceptable. The parent or

guardian must ring the school and speak to, or leave a message for, the Head Teacher of the course on, or prior to the day an Assessment Task is due and explain the absence.

- Students who habitually present Medical Certificates for Assessment Tasks will be deemed to be non-serious candidates unless the school is aware of a pre-existing medical condition as confirmed by appropriate specialist documentation.
- For students applying for a Misadventure Appeal, please note that ALL Misadventure Appeals must be lodged on a Misadventure Appeal Form with ALL supporting documentary evidence, within 7 days of the due date of an Assessment Task.
- Students who submit a non-serious attempt at an Assessment Task or an incomplete task on or before the due date are to be allocated a mark based upon the proportion of the task correctly completed. The student may be issued with an N Award Warning for the parts of the task that were not submitted as required.
- Difficulties involving the use of computers or the printing of tasks will not be reasonable grounds for a Misadventure Appeal. Hard copies (not computer files) are to be submitted unless otherwise stipulated.
- During Assessment Tasks and examinations, mobile phones are not permitted. In line with NESAs policy, persons with mobile phones on their person or with exam equipment will be deemed to have cheated and receive a zero mark. (Mobile phones are not acceptable for use as calculators or translation devices).
- Only NESAs approved equipment and calculators can be used during Assessment Tasks.
- Electronic dictionaries and language translators are not to be used during school Assessment Tasks.
- If a student is absent from a lesson when a notification of an Assessment Task is issued; he/she is responsible for following up any missed information with the teacher. Time extensions will not be issued.
- All Assessment Tasks not undertaken at school under examination conditions MUST be submitted with a HHH Assessment Cover Sheet (page 19 of this booklet). Teachers will sign the 'tear-off sheet' and return it to the student to act as verification that the task was submitted.

STUDENTS TRANSFERRING TO THE SCHOOL

In cases where a student has transferred to, or arrived at, Hunters Hill High School during the Preliminary period, the Principal may request information from his/her previous school. This information will only be used as a guide and will not form a part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed subsequent to his/her arrival at Hunters Hill High School.

TVET AND COURSES PROVIDED BY OTHER PROVIDERS

Students who attend TAFE Colleges to undertake TVET courses as a part of their pattern of study for their Preliminary HSC will receive notification of the nature and composition of Assessment Tasks from their TAFE teachers. Hunters Hill High has no involvement in the nature, timing or composition of Tasks for TVET courses. Appeals over TVET course marks must be made to TAFE.

Please be aware that the majority of TAFE and TVET courses do NOT qualify as Board Developed Courses, this may impact upon a student's eligibility for an HSC. TVET courses have very firm attendance requirements, poor attendance may impact on course fulfilment.

For students who undertake courses provided by other educational providers such as the Open High School or the Saturday School of Languages as a part of the Preliminary HSC. These other organisations, and not HHHS, are responsible for the nature, timing and composition of all course Assessment Tasks. The providers will be responsible for all course notifications. Appeals over course marks must be made directly to the organisation providing that course.

ILLNESS / MISADVENTURE PROCEDURES

Students who believe that an Assessment Task will be, or has been, affected by illness or by other circumstances (e.g. family trauma) must immediately contact the relevant Head Teacher. It is the student's responsibility to submit an Illness / Misadventure form (on page 12 of this book) which is to be completed and given to the Head Teacher prior to the date of the Assessment Task or within 7 days of the due date of the Task with ALL supporting documentation and/or medical certificates.

A Doctor's Certificate OBTAINED ON THE DAY OF THE ILLNESS must be attached when a claim is made on the basis of illness. ALL ABSENCES MUST BE SUBSTANTIATED. All submitted information will be considered and a decision will be made.

An extension of time, acceptance of the original task or a substitute task may result from negotiations with the Head Teacher and, where necessary the School Appeals Committee. In exceptional circumstances, an estimate may be given but only at the discretion of the Principal.

The School Appeals Committee consists of a Deputy Principal and at least two other members of the school executive. The committee will endeavour to respond within 2 weeks of receiving the appeal.

MISADVENTURE APPEAL FORM FOR 2020

HUNTERS HILL HIGH SCHOOL

Whenever possible a completed Misadventure Form should be presented to the relevant Head Teacher **in advance** of any Assessment Task that is likely to be missed. Otherwise, a completed Misadventure Form with all supporting documentary evidence **MUST** be presented to the relevant Head Teacher within 7 days of the due date of the missed Assessment Task.

Student's Name: _____ Course _____ HSC/PRELIM (Please Circle)

Nature of Assessment Task (e.g. test, oral, practical): _____

Date of Assessment Task: _____ Teacher: _____

Please note:

1. If consideration is being sought on the basis of illness then a Medical Certificate dated the day of the task must be supplied.
2. Computer "problems" are not usually considered as reasonable grounds for a Misadventure Appeal.
3. Students not attending school for the full day at Assessment time will need to submit a Misadventure form.
4. If a time is not otherwise specified, an Assessment Task is said to be "not submitted on time" after the 3.10 p.m. school bell rings on the due date.

Reason for Misadventure: _____

Check List: Tick that you have all necessary information ready for a Misadventure Application.

- A fully completed Misadventure Form
- Supporting evidence e.g. Doctor's Medical Certificate
- The completed Assessment Task (if it was a task that was to be done at home)

Supporting Statement Parent: _____

Student's Signature: _____ Parent's Signature: _____

HT Signature: _____ Date Received by Head Teacher: _____

Head Teacher's Recommendation: Support Appeal / Reject Appeal / Refer to Appeals Committee
Task has been completed? YES / NO

Appeals Committee Recommendation _____

Outcome: Completed by Convenor of Appeals Committee.

- Student permitted to undertake/submit the Assessment Task
- Student permitted to undertake an Alternative Task
- Appeal Rejected - student will receive a Zero mark for this Task
- Other:

Comment: _____

Committee Convenor's Signature _____ Date: _____

APPEALS

If a student has a concern about an aspect of the assessment procedure, he/she should approach the Head Teacher supervising the course. If the issue cannot be resolved at the faculty level, then it may be referred to the co-ordinating Deputy Principal who will, if necessary, convene the School Appeals' Committee to consider the particular case. The School Appeals' Committee consists of a Deputy Principal and at least two other members of the school executive.

Students may appeal to the Principal for special consideration in the reduction of units studied at Hunters Hill High after the student has successfully completed 1 term of a course delivered by HHHS or another educational provider. (Documentation of course success will be required to support such an appeal).

N AWARD WARNING LETTERS

N Award Warning letters are issued to notify the parents / guardians of Preliminary students whose course work performance is not meeting NESA prescribed standards. Likely situations which would result in the school issuing an N Award Warning Letter are:

- Failure to submit an Assessment Task or a non-serious attempt of such a task
- Failure to attend school to undertake an Assessment Task on a prescribed date
- Ongoing failure to meet course requirements

The first N Award Warning for a course is a serious warning to families that the student MUST QUICKLY address the issue and correct it before it affects his/her Preliminary or possibly the HSC. If a second N Award Warning letter is issued, then a student is at risk of being given an 'N' Determination in that course by NESA. This is highly likely to affect the student's ability to qualify for his/her Preliminary Certificate. A sample copy of a completed N Award Warning letter has been included in this booklet on the page to familiarise students and parents with the Warning's format.

If a student fails to submit an Assessment Task, an N Award Warning letter will be issued. As a part of redeeming themselves from that Warning, the student will be required to satisfactorily complete that outstanding task (or an equivalent one) as determined by the relevant Head Teacher. The student will, however, receive a zero mark for that task.

'N' DETERMINATION

If a student has not demonstrated significant improvement in his/her diligence, application and work quality, after his/her family has received several written N Award Warnings, then the Principal may make an N Determination. A student may appeal this N Determination with NESA. If NESA does not uphold the appeal then the student will not be awarded a result in that course. This course would not be listed on a Preliminary, Higher School Certificate or RoSA (Record of School Achievement).

Example only

Mr M Murphy
1 Reiby Road
HUNTERS HILL NSW 2110

Tuesday, 7th February 2017

Ref #01551

N Award Warning Notification Regarding a Preliminary Course

Student's Name: Fake Citizen
Course: PDHPE
Date of Issue: 7 February 2017

Dear Mr M Murphy,

I am writing to advise that your child, Fake Citizen is in danger of not meeting the Course Completion Criteria for the Preliminary course in PDHPE.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. **This letter is official warning number 1 for PDHPE.** A minimum of two course-specific warnings must be issued prior to a final non-completion course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) *followed the course developed or endorsed by the Authority; 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 outcomes.*

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may mean that the student is unable to proceed to the Higher School Certificate if he has not satisfactorily completed the Preliminary Course.

To date, Fake has not satisfactorily met the following Course Completion Criteria:

- a. Followed the course developed or endorsed by BOSTES
- b. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. Achieved some or all of the course outcomes

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Fake to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed below need to be satisfactorily completed and/or achieved.

Please discuss the matter with Fake and contact the school if further information or clarification is needed.

Yours sincerely,

Mr J Gane, Teacher

Mr W PICKLES, Head Teacher

Ms S. Turnbull, Principal's Delegate

Provider Name: NSW Department of Education
CRICOS Provider Code: 0058M

Achieving excellence in comprehensive education

Reiby Road Hunters Hill NSW 2110 P: 02 9817 4785 / 02 9817 4565 F: 02 9816 3297 E: huntershd-h.school@det.nsw.edu.au

Hunters Hill High School - N Award Warning Notification - Preliminary Course

To satisfy Course Completion Criteria, the following tasks, requirements or outcomes be satisfactorily completed by Fake Citizen.

| Task Name/Course Requirement/Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student | Date to be Completed by |
|--|----------------------|-------------------------|--|-------------------------|
| Homework Task 1: Syllabus Outcome P1. Current Health Trends in Australia | | 1/2/2017 | Complete and submit Homework Task to classroom teacher | 24/3/2017 |
| Homework Task 2: Syllabus Outcome P2. Behaviours relating to Individual Health | | 6/2/2017 | Complete and submit Homework Task to classroom teacher | 24/3/2017 |
| Classwork tasks, relating to Syllabus Outcomes P1 & P2. Unit: Better Health for Individuals. Student Workbook Task 1) Relative and Dynamic Nature of Health. 2) Conduct a polarised debate | | 6/2/2017 | Complete student workbook activities and submit to classroom teacher | 24/3/2017 |

Example only

.....
 Please detach this section and return to the school

Return Slip for an N Award Warning Notification - Preliminary Course

Student's Name: Fake Citizen
Preliminary Course: PDHPE
Class Teacher: Mr J Gane
Date of Issue: 7 February 2017

- I have received the letter dated Tuesday, 7th February 2017 indicating that Fake is in danger of not having satisfactorily completed PDHPE.
- I am aware that this course may not appear on his Record of Achievement.
- I am aware that the determination of non-completion of course requirements may make him ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature:

Date:

Student's Signature:

Date:

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Reiby Road Hunters Hill NSW 2110 P: 02 9817 4785 / 02 9817 4565 F: 02 9816 3297 E: huntershd-h.school@det.nsw.edu.au

HOW TO MANAGE ASSESSMENT TASKS

ALL MY OWN WORK PROGRAM

ALL students entering Years 11 and 12 MUST undertake and pass the NESA MANDATED “All My Own Work” program. This program articulates each student’s requirements with regards to the use of information sources, plagiarism and appropriate working strategies for Preliminary and HSC courses.

“All My Own Work” is delivered at Hunters Hill High in the final weeks of Year 10. Students who miss this school delivery will be required to complete the course before he/she commences his/her Year 11 studies. NESA will not accept any student registration for the HSC without evidence of successful completion of “All My Own Work”.

SCHOOL ADVICE ON HOW TO MANAGE ASSESSMENT TASKS

A senior student undertaking six courses is likely to have approximately eighteen Assessment Tasks upon which his/her Preliminary Certificate results will depend. A student who is organised and works consistently throughout Year 11, will have the best likelihood of success with his/her studies.

Some ideas that will assist students to successfully manage Year 11 include:

- Obtain and use a Wall Planner to list all Assessment and Homework Tasks to ensure the best chance of meeting all time deadlines. (Wall Planners are available from newsagents or stationery stores).
- Develop a realistic Study Timetable that takes regular commitments such as sport training and assessment preparation time into account. Draw up this Study Timetable into a chart that is visibly displayed in a study location and stick to this program.
- Have a written copy of the question, guidelines, requirements and due date for every task.
- Commence any research necessary for a task PROMPTLY to maximise your time on task – students should not leave this until the last minute.
- Students MUST NOT directly download material from the internet into an essay. This is plagiarism, it is the equivalent to claiming another person’s work as your unknown. Plagiarism will result in a zero mark being awarded for the task.
- Students must have every Assessment Task submitted on or before time – generally a task submitted late will receive a zero mark.
- Students need to be aware that they will be penalised for receiving an unfair advantage over other students if they stay home, or miss lessons, prior to arriving to deliver an Assessment Task – this practice is not acceptable.
- Should a student be seriously unwell on the day that an Assessment Task is due or to be undertaken, best practice is to have a parent contact the relevant Head Teacher for that course and to obtain a Medical Certificate ON THE DAY OF THE ASSESSMENT TASK that should accompany the parent’s letter of explanation on the first day of the student’s return to school.

HOW TO GAUGE A STUDENT'S PROGRESS

Parents and students can gauge a student's performance through the Preliminary and HSC courses by using a range of mechanisms including:

- School Reports - The normal school reporting process whereby two School Reports (the Half Yearly Report and the Final Report) will be issued during the school year detailing a student's progress in each of the courses being studied.
- Mid-Term Evaluations - The school has a process of evaluation of each Preliminary Course student's performance midway through Term 1. The aim is to provide feedback to students and parents in the early stages of the Preliminary year.
- Parent / Teacher Evenings – The school schedules Parent / Teacher Evenings for all scholastic years to facilitate a more personalised conversation between parents and teachers to discuss relevant issues in each student's education.
- Feedback on Assessment Tasks – After marking of an Assessment Task, students can anticipate that meaningful feedback will be provided through class discussion and/or written comments and/or examples of quality responses to provide ways by which a student could improve his/her future performance.
- Student Self-Evaluation – Students should reflect regularly (we suggest – on a weekly basis) to review his/her levels of understanding, levels of application, assessment performance, behaviour and the need to seek additional assistance, whether it be from a friend, parent, teacher, or tutor.
- Parental Observation – A Parent is frequently the first to observe changes in how his/her son or daughter is coping with his/her studies.
- Student / Teacher Contact – Each student needs to engage regularly with his/her course teachers to obtain suggestions about his/her performance.
- Parent / Year Adviser or Head Teacher Contact – For a specific course, the Head Teacher is an excellent 'point of contact' for families seeking information about issues relating to that course. For a wider perspective of a student's performance, the Year Adviser is the best 'point of contact' for parents.
- Letters From School - The receipt of Letters of Concern and N Award Warning Letters from the school indicates particular concerns with regards to a course specified in the letter. N Award Warnings will prescribe both the specific remedy and the timeframe over which the remediation must take place. These letters highlight serious concerns.
- Improvement Programs – These programs signify that a student is in grave jeopardy of not achieving a Preliminary Certificate. These programs provide structured support from the school to assist these 'at risk' students.

CALENDAR FOR SCHOOL YEAR 2020

This information is provided to assist families with the identification of dates when Assessment Tasks will be due during the various school Terms.

| <i>Term</i> | <i>School Week</i> | <i>Date for the Monday of that Week</i> |
|-------------|--------------------|---|
| T1 2020 | Week 1 | 27 th January |
| | Week 2 | 3 rd February |
| | Week 3 | 10 th February |
| | Week 4 | 17 th February |
| | Week 5 | 24 th February |
| | Week 6 | 2 nd March |
| | Week 7 | 9 th March |
| | Week 8 | 16 th March |
| | Week 9 | 23 th March |
| | Week 10 | 30 th March |
| | Week 11 | 6 th April |

| <i>Term</i> | <i>School Week</i> | <i>Date for the Monday of that Week</i> |
|-------------|--------------------|---|
| T2 2020 | Week 1 | 27 th April |
| | Week 2 | 4 th May |
| | Week 3 | 11 th May |
| | Week 4 | 18 th May |
| | Week 5 | 25 th May |
| | Week 6 | 1 st June |
| | Week 7 | 8 th June |
| | Week 8 | 15 th June |
| | Week 9 | 22 nd June |
| | Week 10 | 29 th June |
| | | |

| <i>Term</i> | <i>School Week</i> | <i>Date for the Monday of that Week</i> |
|-------------|--------------------|---|
| T3 2020 | Week 1 | 20 th July |
| | Week 2 | 27 th July |
| | Week 3 | 3 rd August |
| | Week 4 | 10 th August |
| | Week 5 | 17 th August |
| | Week 6 | 24 th August |
| | Week 7 | 31 st August |
| | Week 8 | 7 th September |
| | Week 9 | 14 th September |
| | Week 10 | 28 th September |

| <i>Term</i> | <i>School Week</i> | <i>Date for the Monday of that Week</i> |
|-------------|---|---|
| T4 2020 | Week 1 | 12 th October |
| | <p>Students in Year 11 will commence their HSC studies during Term 4 of 2020.</p> <p>HSC studies involve a separate and different program of assessment tasks.</p> <p>Sport remains compulsory for Term 4</p> | |

HSC ASSESSMENT COVER SHEETS

Two sample cover sheets are given below. Students are to attach one of these cover sheets to the front of any Assessment Task that they have completed that was not done, at school, under test conditions.

HUNTERS HILL HIGH SCHOOL – ASSESSMENT COVER SHEET

Student's Name: _____

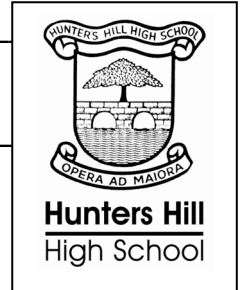
Course & Class: _____

Date Due: _____

(Add Date Submitted If Different From Due Date)

- All of the work in this assessment task is original and is my own work.

Signed: _____



CONFIRMATION TEAR OFF STRIP

This is to verify that I, _____ (full name)
of Course _____ handed in my assessment task entitled
_____ on _____

Teacher's Confirmation Signature:

HUNTERS HILL HIGH SCHOOL – ASSESSMENT COVER SHEET

Student's Name: _____

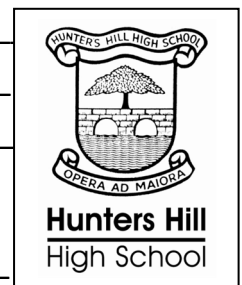
Course & Class: _____

Date Due: _____

(Add Date Submitted If Different From Due Date)

- All of the work in this assessment task is original and is my own work.

Signed: _____



CONFIRMATION TEAR OFF STRIP

This is to verify that I, _____ (full name)
of Course _____ handed in my assessment task entitled
_____ on _____

Teacher's Confirmation Signature:

Year 11 Aboriginal Studies

Course Description

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of reconciliation.

| Components | Task 1 | Task 2 | Task 3 | Syllabus Weightings |
|---|--|---|---------------------------------|---------------------|
| | Week 8 Term 1 | Week 9 Term 2 | Weeks 9-10 Term 3 | |
| | Report – Heritage and Identity | Community Case Study - Redfern | Preliminary HSC Examination | |
| | Outcomes assessed P1:2, P1:3, P2:1, P2:2, P3:1,P3:2, P3:3 | Outcomes assessed P1:1, P1:2, P2:1, P2:2, P3:2 | Outcomes assessed P4:1, P4:2 | |
| Knowledge and understanding of course content | 20 | 10 | 10 | 40% |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives | 5 | 5 | 5 | 15% |
| Research and inquiry methods, including aspects of the local community case study | 5 | 5 | 10 | 20% |
| Communication of information, ideas and issues in appropriate forms | 10 | 10 | 5 | 25% |
| Total % | 40 | 30 | 30 | 100 |

Year 11 Ancient History

Course Description

The Preliminary Course has been structured to provide students with opportunities to investigate key features, groups, events, institutions, societies and historical sites from the evidence available by applying the methods used by historians and archaeologists.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|---|---|--|-------------|
| | Term 1, Week 9 | Term 2, Week 7 | Term 3, Week 9 | |
| | Historical Investigation | Source Analysis | Yearly Examination | |
| | Outcomes assessed AH11-3 AH11-6 AH11-7 AH11-8 AH11-9 | Outcomes assessed AH11-6 AH11-7 AH11-9 AH11-10 | Outcomes assessed AH11-1 AH11-2 AH11-6 AH11-7 AH11-9 | |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 10 | | 20 |
| Historical inquiry and research | 10 | 10 | 5 | 20 |
| Communication of historical understanding in appropriate forms | 10 | 5 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Biology

Course Description

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|----------------------------------|---|--|--|-------------|
| | Practical Investigation | Depth Study Presentation | Yearly Examination | |
| | Term 1, Week 6 | Term 2, Week 8 | Term 3, Assessment blocks | |
| | Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11-8 | Outcomes assessed BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11 | Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and Understanding | 5 | 15 | 20 | 40 |
| Total % | 25 | 35 | 40 | 100 |

Year 11 Business Studies

Course Description

The Preliminary Course looks at both theoretical and practical aspects of business management. Focus areas include planning of a small business, management of medium to large business finance, marketing and the impact of the global environment. Students gain knowledge and skills that will enhance their understanding of the business world and allow them to be better informed citizens.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|--|--|---|-------------|
| | Term 1, Week 9 | Term 3, Week 6 | Term 3, Week 9 | |
| | Nature of Business Stimulus Based Skills | Business Planning Business Research Task | Yearly Examination | |
| | Outcomes assessed P1, P2, P6, P7, P8 | Outcomes assessed P1, P3, P6, P7, P9 | Outcomes assessed P3, P4, P5, P8, P9, P10 | |
| Knowledge & understanding of course content | 10 | 15 | 15 | 40 |
| Stimulus-based skills | 10 | | 10 | 20 |
| Inquiry and research | 10 | 5 | 10 | 20 |
| Communication of business information, idea and issues in appropriate forms | | 10 | 5 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Community and Family Studies (CAFS)

Course Description

Community and Family Studies is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|--|--|--|-----------------------------------|-------------|
| | Resource Management Interview | Families and Communities Case Study/Survey | Yearly Exam | |
| | Term 1, Week 9 | Term 3, Week 5 | Term 3, Week 9-10 | |
| | Outcomes assessed P1.1, P1.2, P5.1, P 6.1 P2.1, P4.1 | Outcomes assessed P3.1, P4.1, P4.2 | Outcomes assessed P1.1 to P6.2 | |
| Knowledge and Understanding | 20 | 20 | 20 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 5 | 15 | 20 | 60 |
| Total % | 25 | 35 | 40 | 100 |

Year 11 Chemistry

Course Description

The Preliminary Course investigates the nature of matter including the structure of atoms, elements, compounds and in particular the structure and behaviour of water and metals. Students develop an understanding of energy in chemical reactions and the sources of chemicals used in today's society.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|----------------------------------|---|---|---|-------------|
| | Practical Skills & Processing Data & Information | Depth Study | Yearly Examination | |
| | Term 1, Week 9 | Term 2, Week 10 | Term 3 Week 9/10 | |
| | Outcomes assessed CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-9 | Outcomes assessed CH11-2, CH11-3, CH11-4, CH11-6, CH11-7, CH11-8, CH11-9 | Outcomes assessed All outcomes CH11-1 to CH11-1 and CH11-8 to CH11-11 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Chinese and Literature

Course Description

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge. The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities. Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and modern standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

| Component Nature of task Timing Outcomes | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|-------------|
| | Response to spoken/visual texts | Responses to written texts/oral presentation | Yearly Examination | |
| | Term 1, Week 9 | Term 2, Week 10 | Term 3 (Week 9,10) | |
| | 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.7, 3.8 | 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8 | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3 | |
| Listening | 10 | | 10 | 20 |
| Reading | | 25 | 15 | 40 |
| Speaking | | 10 | | 10 |
| Writing | 15 | | 15 | 30 |
| Total % | 25 | 35 | 40 | 100 |

Year 11 Construction



Macquarie Park RTO 90222

School Name: HUNTERS HILL HIGH SCHOOL

Student Competency Assessment Schedule

Course: Preliminary Construction

2020

| Assessment Tasks for Certificate II Construction Pathways CPC20211 | | Cluster A | Cluster B |
|---|---|--------------------|-------------------------|
| | | Safety | Organise to Communicate |
| Assessment due | | Week: 8 Term: 2 | Week: 4 Term: 3 |
| Code | Unit of Competency | | |
| CPCCWHS1001 | Prepare to work safely in the construction industry | X | |
| CPCCOHS2001A | Apply OHS requirements, policies, and procedures in the construction industry | X | |
| CPCCCA2002B | Use carpentry tools and equipment | X | |
| CPCCCM1012A | Work effectively and sustainably in the construction industry | X | |
| PCCCM1013A | Plan and organise work | | X |
| CPCCCM1014A | Conduct workplace communication | | X |

| |
|------------------------------------|
| Yearly Examination |
| Week: 9 Term: 3 |
| HSC Examinable Units of Competency |

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may 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.

Year 11 Design and Technology

Course Description

This course focuses on design theory and processes. Students are required to complete practical projects which develop their design, management and construction skills.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|--|---|---|-------------|
| | Term 1 Week 6 | Term 3 Week 6 | Term 3 Week 9/10 | |
| | Research Presentation | Lighting Design Project | Examination | |
| | Outcomes assessed P1.1, P2.1, P5.3 | Outcomes assessed P3.1, P4.1, P4.3, P5.1, P5.2, P6.2 | Outcomes assessed P1.1, P2.1, P2.2, P4.3, P6.2 | |
| Knowledge and understanding of course content | 20 | | 20 | 40 |
| Designing and Producing project | 10 | 40 | 10 | 60 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Drama

Course Description

The Preliminary Drama Course contains three content areas: Improvisation, Play-building and Acting, Elements of Production in Performance and Theatrical Traditions and Performance Styles. Assessment is based on 60% for practical tasks and 40% for written reflection.

| Components | Task 1 | Task 2 | Task 3 | %Weighting |
|---------------------|--|---------------------------|--------------------------|------------|
| | Term 1, Week 10 | Term 1, Week 9 | Term 2, Week 9 | |
| | Alarm Grid & In-class essay | Individual Project | Group Performance | |
| | Outcomes assessed | Outcomes assessed | Outcomes assessed | |
| | P1.4 P2.6 P3.1 | P1.6 P2.2 P3.1 | P1.3 P2.3 P2.1 | |
| Making | 10 | 20 | 10 | 40 |
| Performing | 10 | | 20 | 30 |
| Critically Studying | 20 | 10 | | 30 |
| Total % | 40 | 30 | 30 | 100 |

Year 11 Economics

Course Description

The aim of Economics Stage 6 is to develop students' knowledge, understanding, skills, values and attitudes for effective economic thinking that contributes to socially responsible, competent economic decision-making in a changing economy.

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|--|--|---|-------------|
| | Presentation with hand-in component Consumers and Business | Research Task Labour Markets | Yearly Examination | |
| | Term 1, Week 9 | Term 2, Week 4 | Term 3, Week 9 | |
| | Outcomes assessed P1, P2, P7, P10, P12 | Outcomes assessed P8, P9, P10, P11 | Outcomes assessed P3, P4, P5, P6, P7, P11 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Stimulus-based skills | | 10 | 10 | 20 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of economic information, ideas and issues in appropriate forms | 10 | | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 English Advanced

Course Description

In this course students explore the way that events, experiences, ideas, values and processes are represented in and through texts. Students analyse, evaluate and synthesise the ways in which language forms and structures shape meaning. Students are provided with opportunities for imaginative and critical expression in their response to, and composition of, texts.

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9, 10 | |
| | Reading to Write Imaginative text with reflection | Narratives that Shape our World Multimodal presentation | Yearly examination Critical response | |
| | EA11-3, EA11-5, EA11-9 | EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9 | EA11-1, EA11-3, EA11-5, EA11-6, EA11-8 | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 English Extension 1

Course Description

In this course, students explore how and why texts are valued in and appropriated into a range of contexts. They consider why some texts may be considered as culturally significant. Students will develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture.

| Module: Texts, Culture and Values Power and Morality | | Term 1 2020 Week 11 | Term 2, 2020 Week 9 | Term 3 2020 Assessment block Weeks 9,10 Yearly Examination Reading and Writing Imaginative and Analytical | Total Marks |
|--|--|--|---|---|------------------------------|
| Texts: | Components: | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | Outcomes assessed EE11-2, EE11-3, EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-5 | |
| Faustian tales and Appropriations, Term 1, Wk 1 – 11 | Knowledge and understanding of complex texts and how and why they are valued | 10 | 20 | 20 | 50 |
| The Picture of Dorian Gray ,Term 2, Wk 1 – 10 O Brother, where art thou? Term 3, Wk 4 – 10 | Skills in: Complex analysis Sustained composition Independent investigation | 20 | 10 | 20 | 50 |
| Marks | | 30 | 30 | 40 | 100 |

Year 11 English Standard

Course Description

In this course students explore and experiment with the ways that events, experiences, ideas and values are represented in and through texts. Students analyse and evaluate the ways in which language forms and structures shape meaning. Students are provided with opportunities for imaginative and critical expression in their response to, and composition of, texts.

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Imaginative text with reflection Reading to Write | Interactive ICT presentation (multimodal presentation) Contemporary Possibilities | Yearly Examination | |
| | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9, 10 | |
| | EN11-3, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 English as an Additional Language or Dialect

Course Description

In this course students explore and experiment with the ways that events, experiences, ideas and values are represented in and through texts. Students analyse and evaluate the ways in which language forms and structures shape meaning. Students are provided with opportunities for imaginative and critical expression in their response to, and composition of, texts.

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|--|-------------|
| | Point of view writing task Language, Texts and Context | Multimodal presentation (including listening) Close Study of Text | Yearly Examination | |
| | Term 1, Week 9 | Term 2, Week 9 | Term 3, Weeks 9, 10 | |
| | EAL11-1B, EAL11-3, EAL11-4, EAL11-7 | EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9 | EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8 | |
| Knowledge and understanding of course content | 15 | 20 | 15 | 50 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Hospitality

School Name: Hunters Hill High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2020

| Assessment Tasks for Certificate II in Kitchen Operations SIT20416 | | Cluster A | Cluster B | Cluster C | Work placement | Yearly Examination | |
|---|---|------------------------|---------------------------------|---------------------|----------------|------------------------------------|--|
| | | Getting ready for work | Intro to the Commercial Kitchen | Safe food handling | | | |
| | | Week: 10 Term: 1 | Week: 10 Term: 2 | Week: 10 Term: 3 | | | |
| Code | Unit of Competency | | | | | HSC Examinable Units of Competency | |
| SITXFSA001 | Use hygienic practices for food safety | X | | | | | |
| SITXWHS001 | Participate in safe work practices | X | | | | | |
| SITHKOP001 | Clean kitchen premises and equipment | | X | | | | |
| SITHCCC001 | Use food preparation equipment | | X | | | | |
| SITXINV002 | Maintain the quality of perishable items | | | X | | | |
| SITXFSA002 | Participate in safe food handling practices | | | X | | | |
| SITHCCC002 | Prepare and present simple dishes | | | X | | | |

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC. 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.

Year 11 Industrial Technology – Timber Products and Furniture Industries

Course Description

This course consists of an Industry Study related to the furniture industry and an introduction to industrial processes. Students are also required to complete practical projects which develop design, management, communication and construction skills.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|---|---|---|-------------|
| | Week 9, Term 1 | Week 7, Term 3 | Week 9, Term 3 | |
| | Industry Study | Project and Portfolio | Yearly Examination | |
| | Outcomes assessed P1.1, P1.2, P3.2, P5.1, P7.1, 7.2 | Outcomes assessed P2.1, P2.2, P3.1, P3.2, P3.3, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2 | Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P4.2, P6.1, P6.2, P7.1, P7.2 | |
| Knowledge and understanding of course content | 30 | | 10 | 40 |
| Design, Management and Communication | | 10 | 10 | 20 |
| Production of a major project | | 30 | 10 | 40 |
| Total % | 30 | 40 | 30 | 100 |

The Design Portfolio must be submitted with draft versions for regular teacher sign-off as follows:

- Term 1, Week 7 2020
- Term 2, Week 6 2020
- Term 3, Week 5 2020

Year 11 Investigating Science

Course Description

The Senior Science aims to provide a general understanding of the different disciplines in Science.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|----------------------------------|---|--|---|-------------|
| | Practical Skills | Depth Study | Yearly Examination | |
| | Term 2, Week 2 | Term 2, Week 9 | Term 3, Examination Period | |
| | Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9 | Outcomes assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-9 INS11-10 | Outcomes assessed INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11 | |
| Skills in Working Scientifically | 20 | 20 | 20 | 60 |
| Knowledge and Understanding | 10 | 20 | 10 | 40 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Legal Studies

Course Description

Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions. Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports. Students investigate contemporary issues that illustrate how the law operates throughout the course.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|---|--|--|-------------|
| | Term 1 Week 9 | Term 2 Week 9 | Term 3 Week 9/10 | |
| | Research Assignment The Legal System | Oral Presentation The Individual and the Law | Yearly Examination All course content | |
| | P1, P2, P3, P4 | P5, P6, P7, P8 | P1, P2, P9, P10 | |
| Knowledge and understanding of course content | 10 | 10 | 40 | 60 |
| Inquiry and research | 10 | 10 | | 20 |
| Communication of legal studies | 10 | 10 | | 20 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Mathematics Advanced

Course Description

Students studying this course must have a good knowledge of, and skills in, the basics in Mathematics. It is constructed with the assumption that students have completed the Intermediate course at the School Certificate, but successful achievement in the Advanced course is an advantage. This course deals with mathematical concepts, many of them abstract, and all of which may be applied in scientific or technical areas.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|--|--|---|--|-------------|
| | Week 10, Term 1 | Week 10, Term 2 | Week 9, 10, Term 3 | |
| | Class Test | Assignment/Investigative Task | Yearly Examination | |
| | Outcomes assessed MA11-1, MA11-2, MA11-3, MA11-8, MA11-9 | Outcomes assessed MA11-1, MA11-5, MA11- 9, MA11-10 | Outcomes assessed MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9 | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Mathematics Extension 1

Course Description

Students studying this course must have a solid background in Mathematics. It is constructed with the assumption that students have completed the Advanced course at the School Certificate. Students attempting the Extension 1 course also complete the course and assessments for the Mathematics course. This course continues the theme of the Mathematics course, and leads to further study of Mathematics and its applications at a tertiary level.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|--|---|--|--|-------------|
| | Week 9, Term 1 | Week 5, Term 2 | Week 9,10 Term 3 | |
| | Assignment/Investigative Task | Class Test | Yearly Examination | |
| | Outcomes assessed ME11-1, ME11-2, ME11-6, ME11- | Outcomes assessed ME11-1, ME11-2, ME11-3, ME11-6, ME11-7 | Outcomes assessed ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7 | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Mathematics Standard

Course Description

This course is suited to students who would like to consolidate their skills and further their knowledge of Mathematics, but do not intend to apply their mathematical knowledge in tertiary study.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|--|--|--|--|-------------|
| | Week 8, Term 1 | Week 8, Term 2 | Week 9, 10 Term 3 | |
| | Class Test | Assignment/Investigative Task | Yearly Examination | |
| | Outcomes assessed MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10 | Outcomes assessed MS11-2, MS11-7, MS11-8, MS11-9, MS11-10 | Outcomes assessed MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10 | |
| Understanding, fluency and communication | 15 | 15 | 20 | 50 |
| Problem solving, reasoning and justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Year 11 Modern History

Course Description

The Preliminary Course has been structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

| Task number | Task 1 | Task 2 | Task 3 | |
|---|--|--|------------------------------------|--------------------|
| Nature of task | Investigating Modern History Historical Investigation - PBL | Source Analysis – Case Study The Cuban Revolution | Yearly Examination | |
| Timing | Term 1 Week 7 | Term 2 Week 6 | Term 3 Weeks 9 & 10 | |
| Outcomes assessed | MH11-2, MH11-4, MH11-6, MH11-8, MH-11-9 | MH11-6, MH11-7, MH11-9, MH11-10 | MH11-1, MH11-3, MH11- 5, MH11-9 | |
| Components | | | | Weighting % |
| Knowledge & Understanding | 10 | 5 | 25 | 40 |
| Analysis & evaluation of sources & interpretations | | 10 | 10 | 20 |
| Historical inquiry & research | 10 | 10 | | 20 |
| Communication of understanding in appropriate forms | 10 | 5 | 5 | 20 |
| Total % | 30 | 30 | 40 | |

Year 11 Music 1

Course Description

The Preliminary Course is structured to provide students with the opportunity to develop knowledge and skills about the concepts of Music and of Music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|-----------------------------|-----------------------------------|---|--|-------------|
| | Term 1, Week 10/11 | Term 2, Week 8 | Term 3, Week 9/10 | |
| | Viva Voce Individual Presentation | Composition/ Musicology Process Diary | Performance/ Aural Yearly Examination | |
| | P4, P5, P6, P7 | P2, P3, P8, P10 | P1, P9, P10, P11 | |
| Aural/Listening examination | 10 | | 15 | 25 |
| Performance | | | 25 | 25 |
| Musicology | 10 | 15 | | 25 |
| Composition | | 25 | | 25 |
| Total % | 20 | 40 | 40 | 100 |

Year 11 Physics

Course Description

The Preliminary Physics Course investigates the areas of wave communication, electricity in the home, the motion of vehicles and an introduction to Space through investigating the 'cosmic engine'.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|----------------------------------|--|--|--|-------------|
| | Practical & Skills | Depth Study | Yearly Examination | |
| | Term 1, Week 9 | Term 3, Week 4 | Term 3 Examination Period | |
| | Outcomes assessed PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 | Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-9 | Outcomes assessed PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11 | |
| Skills in Working Scientifically | 20 | 30 | 10 | 60 |
| Knowledge and Understanding | 10 | 10 | 20 | 40 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Personal Development, Health and Physical Education (PDHPE)

Course Description

This course is a study of how people think about health, physical activity, the management of personal health & how the body moves. Practical options include first aid and fitness choices.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|--|---|---|--|-------------|
| | Term 1 Week 10 | Term 3 Week 2 | Term 3 Week 9/10 | |
| | Health Research Task Core 1 – Better Health for Individuals | Understanding Sports and Fitness Applications Core 2 – The Body in Motion Option 3 – Fitness Choices | Yearly Examination Core 1 – Better Health for Individuals Core 2 – The Body in Motion Option 1 – First Aid Option 3 – Fitness Choices | |
| | Outcomes assessed P2, P3, P4, P5, P6 | Outcomes assessed P6, P7, P8, P9, P11, P17 | Outcomes assessed (selected from) P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17 | |
| Knowledge and understanding of - factors that affect health - the way the body moves | 10 | 15 | 15 | 40 |
| Skills in: - influencing personal and community health - taking action to improve participation and performance in physical activity. | 10 | 10 | 10 | 30 |
| Skills in critical thinking, research and analysis | 10 | 15 | 5 | 30 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Sport, Lifestyle & Recreation (SLR)

Course Description

This course caters for a wide range of student needs. It can assist students in developing the qualities of a discerning consumer and an intelligent critic of physical activity and sport; high levels of performance skill in particular sports; the capacity to adopt administrative roles in community sport and recreation; and the skills of coach, trainer, first aid officer, referee and fitness leader.

The course is a NESA Content Endorsed Course. As such, the specific nature of the course of study and related assessment tasks are developed in consultation between the class teacher and students upon commencement of the course. The schedule below indicates the number of tasks, their weighting and indicated due dates.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|-----------------------------|--|-------------------|-------------------|-------------|
| | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 7 | |
| | Integrated Task 1 | Integrated Task 2 | Integrated Task 3 | |
| | Outcomes assessed (selected from) 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5. | | | |
| Knowledge and understanding | 20 | 20 | 10 | 50 |
| Skills | 10 | 20 | 20 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Year 11 Society and Culture

Course Description

Society and Culture aims to develop a student's knowledge, understanding, skills, values and attitudes essential to achieving social and cultural literacy. It examines the interactions between persons, societies, cultures and environments across time. Major themes are "The Social and Cultural World", "Personal and Social Identity" and "Intercultural Communication".

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|---|--|--|--|-------------|
| | Term 1, Week 11 | Term 2, Week 9 | Term 3, Week 9 | |
| | Identity and the impact of the social & cultural environment | Cross Cultural Analysis Intercultural communication | Yearly Examination | |
| | Outcomes assessed P1, P2, P3, P5, P8, P9 | Outcomes assessed P1, P3, P6, P9, P10 | Outcomes assessed P3, P4, P7, P8, P9 | |
| Knowledge & understanding of course content | 20 | 10 | 20 | 50 |
| Application and evaluation of social & cultural research methods | 10 | 10 | 10 | 30 |
| Communication of information, ideas & issues in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 35 | 25 | 40 | 100 |

Year 11 Visual Arts

Course Description

This course focuses on the importance of the student's development of increasingly more autonomous ways of understanding what is learned through the study of Visual Arts. The course is organised in terms of written and practical components in art making, art criticism and art history.

| Components | Task 1 | Task 2 | Task 3 | % Weighting |
|-------------------------------|--|--|--|-------------|
| | Term 2, Week 1 | Term 3, Week 6 | Term 3, Week 9 -10 | |
| | <p><i>'Reconstructing the Figure'</i> A. Exploring Representations of the Figure Submitted artwork(s) exploring historical and contemporary representations of the body. VAPD including two chosen artists analysed through the Frames and Conceptual Framework to account for varying representations in the figure. B. Case Study Essays Art Criticism and Art History Written component.</p> | <p><i>'Curatorial Instincts'</i> A. Curated Exhibition of Artists B. Body of Work and VAPD Submitted collection of artworks. VAPD including Curated Exhibition of Artists related to the student's own practice and style, reflecting the development of a theme in Art History.</p> | <p><i>Yearly Examination</i> Art Criticism and Art History Written Examination</p> | |
| | P1, P3, P4, P6, P8, P9 | P1, P2, P5, P10 | P5, P6, P7, P8, P9 | |
| Art making | 20 | 30 | | 50 |
| Art Criticism and Art History | 15 | 10 | 25 | 50 |
| Total % | 35 | 40 | 25 | 100 |

HUNTERS HILL HIGH SCHOOL



*Left to right:
Artworks by Madelaine Zwart and
William Tu*



*Left to right:
Artworks by Darcy Kimber
and Millie Cole*

