

# 2018 LMHS 3+3 Assessment Schedule and Assessment Policy

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## **THE 3+3 MODEL**

*The HSC 3+3 model is a Higher School Certificate (HSC) curriculum structure that the Board of Studies, Teaching and Educational Standards (BOSTES) describe as a 'compressed model'. A number of other schools in NSW operate a similar structure, some referring to it as the 'focused HSC'. Under these structures students study three subjects for their HSC in each of the two years. In each year they complete the Preliminary and HSC courses in these three subjects as well as the HSC examinations in those three subjects. Students are regarded as following a 'pathways program' in the eyes of the BOSTES, and at the end of the second year combine their results from the two years to qualify for the award of the HSC. It is widely recognised that this structure is easier to manage, provides greater subject choice, and is less stressful for students than the traditional six subjects of preliminary subjects in Year 11 and five/six subjects of HSC studies in Year 12.*

*An advantage to the model is that College 2 (Year 12) students wishing to improve their ATAR will be eligible to repeat Board Developed Courses once they have satisfactorily completed twelve (12) units of the Preliminary course.*

# CONTENTS

1. Requirements for the HSC and Record of Achievement
  - Credentials for the HSC
  - Eligibility for the HSC
  - Patterns of study for the HSC
  - Satisfactory completion of a course – Preliminary and HSC
  
2. Assessment of Achievement in HSC Courses
  - Assessment tasks
  - Issuing and receiving this policy and assessment notice
  - Completion of assessment tasks at school
  - Assessment of separate classes in the same course
  - Submission of assessment tasks completed at home
  - Students unable to be present at school on the day the task is due
  - Receipt process
  - Illness/Misadventure appeals
  - Appeal results
  - Late submission of an assessment task
  - Failure to complete or submit an assessment task
  - Work placement and other school sanctioned commitments
  - Extension of time for an assessment task
  - Conduct during assessment tasks
  - Malpractice: Cheating or dishonest practices
  - Technology Problems
  - Students transferring into or from this school
  - Existing students transferring into HSC courses
  - Provisional entry into HSC courses
  - Procedures for students in danger of not meeting BOSTES requirements
  - Student assessment task feedback
  - Records/ assessment marks
  - Invalid assessment tasks
  - Special provisions
  - Final assessment rank order notice
  - School reviews of assessment
  - Responsibilities - Student, Teacher, Head Teacher
  - 3+3 Information
  
3. Pro Forma's
  
4. Assessment schedule for all courses (alphabetical order)
  
5. Personal Assessment Calendar

# Requirements for the Higher School Certificate and Record of School Achievement

## Credentials – Issued by the NSW Board of Studies, Teaching and Educational Standards

(a) The **Higher School Certificate** testamur is awarded to students who have fulfilled all eligibility requirements.

(b) The **Higher School Certificate Record of Achievement** is issued to students who have satisfactorily completed any Preliminary or HSC course.

For each Board Developed HSC course (**not including** Life Skills courses or VET courses) the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

If the student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark.

For each Board Endorsed HSC course (not including VET courses or TAFE delivered courses) the Record of Achievement shows the course name, the year in which it was successfully completed and a school assessment mark.

VET courses are reported without a mark.

Students with special education needs who are undertaking special programs of study for the Higher School Certificate receive a Record of Achievement listing any Board Developed and Board Endorsed courses satisfactorily completed including Life Skills courses. The Life Skills courses are reported without a mark.

The Higher School Certificate Record of Achievement is a cumulative record of all Preliminary and HSC courses satisfactorily completed.

The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) **Course Reports** are issued to students for every Board Developed HSC course and VET course (except for Life Skills courses) they complete in a year. The single page Course Report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the statewide candidature of that course. The student's HSC mark for the course is shown on the performance scale.

- (d) A **Certificate** is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by the BOSTES jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE delivered courses the certificate may be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.
- (e) A **Statement of Attainment** is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered courses the statement may be issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

### **Eligibility**

To be eligible for the award of the Higher School Certificate students must:

- a) have gained the School Certificate or such other qualifications as the Board of Studies, Teaching and Educational Standards considers satisfactory;
- b) have satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate; and
- c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

### **Patterns of Study**

To qualify for the Higher School Certificate students must satisfactorily complete a preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- At least six units from Board Developed courses;
- At least two units of English;
- At least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- At least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six Preliminary units and six HSC units from courses in science.

**Note: It is a condition of enrolment at Lake Munmorah High School that all full-time students follow a study pattern comprising at least 12 Preliminary course units and 12 HSC course units delivered by the school.**

## **Satisfactory Completion of a Course**

The following course completion criteria refer to both Preliminary and HSC courses.

### **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.

Note: For HSC courses, students must complete assessment tasks that contribute in excess of 50 percent of available marks. (see below)

While the Board of Studies, Teaching and Educational Standards does not mandate 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. 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.**

### **Preliminary Courses**

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course. The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course by the scheduled due date. Failure to meet this requirement will be deemed as, 'not meeting the requirements of the course'.

Courses that were not satisfactorily completed will not be printed on Records of Achievement.

Principals may allow a student who has received an 'N' determination to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary course requirements and that their entry for the HSC course is valid.

Students who have received an 'N' determination have a right of appeal.

### **The Record of School Achievement RoSA**

The Record of School Achievement (RoSA) is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Preliminary courses.

- The RoSA will show your Year 10 grades, as well as any grades for Preliminary courses completed after that. If you start a course but leave school before completing it, your RoSA will show evidence of your enrolment.
- Your RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

The RoSA will be awarded to all eligible students when they leave school.

- If you transfer from one school to another at the end of Year 10 you will not receive a formal RoSA credential at that time.
- To receive a RoSA you will need to meet your school's attendance requirements.
- You will be able to request a RoSA through your school when you talk to your teachers or principal about leaving and if you are eligible, your RoSA credential will be sent directly to you.
- If you have completed any Life Skills courses you will receive your Life Skills Profile of Student Achievement at the same time as your RoSA.

Your RoSA grades will be determined by your teachers, using established guidelines and processes to ensure consistency of judgment.

- Grades for all your courses in Years 10 and 11 will be based on your results in assessment tasks you do throughout the year. Assessment tasks may include tests developed and used in your school.
- The RoSA credential will report on your achievements in Stage 5 courses, using A to E grades.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the BOSTES will provide further support and resources to make sure grades are given fairly and consistently from school to school.

If you are in Year 10 this year and have told your school you want to leave, you will have the choice to sit for literacy and numeracy testing in November.

- The tests will be offered online and will be taken at your school under the supervision of a teacher. The tests are a useful option if you are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- Each test will be of 60 minutes duration, and the two tests will be completed in one sitting.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. You will only be able to sit for the tests once during each window but, if you later decide to stay at school longer, you will be able to take the tests again.
- The literacy and numeracy test results will be reported separately from the RoSA credential.

The Board is working on a new online package that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

### **HSC Courses**

Students studying an HSC course must make a genuine attempt to complete course requirements. They must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks in excess of 50% must be attempted. The student must fulfil the course completion criteria and only when both of these conditions are met will the course be listed on the Record of Achievement.

In addition, where students study an HSC course that includes a requisite examination, they must sit for and make a genuine attempt at this examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate that the course has not been satisfactorily completed.

Until a student has satisfactorily completed courses totaling at least 12 units of Preliminary courses and at least 10 units of HSC courses that satisfy the Board’s pattern of study requirements, the student will not be eligible to receive the award of the Higher School Certificate.

# Assessment of Achievement in HSC Courses

## Assessment Tasks

In all courses assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc., appropriate for the outcomes being assessed. The maximum number of tasks in any 2-unit course will be **five** and may include the trial HSC/end of course examination. The maximum number of tasks in any 1-unit course, including any extension course, will be **four**. In the case of Extension courses, students who fail to meet the assessment requirements for the co-requisite 2-unit course may be deemed by NESA not to be eligible to receive a result in either course. All weightings and components are listed here according to the relevant syllabus.

VET courses are competency based. In a competency based course, assessment of competencies is criterion referenced. All courses within the VET Frameworks have a mandatory work placement requirement. Assessment for courses in the frameworks must meet training package requirements. The 240-hour VET framework courses have a Higher School Certificate external assessment consisting of an optional written examination. The written examination is independent of the competency based assessment undertaken during the course. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the student's ATAR.

## Issuing and Receiving This Assessment Policy and Assessment Notice

- At the commencement of their course all students will be informed of the location of the relevant Assessment Policy on the school website and SENTRAL and asked to sign to acknowledge their awareness of its location. Staff explanation accompanies this process. Ongoing assistance is available from a student's Year Adviser and the relevant Deputy Principal.
- A timetable for assessment tasks is developed to minimise the number of occasions on which students have more than one task scheduled for the same day. All assessment tasks are placed on the assessment calendar by the Class or Head Teacher to avoid clashes with excursions and other events. This calendar is published via SENTRAL.
- **Students will be given at least two week's notice, in writing, of an assessment task.** This notice will include the nature of the task, outcomes, assessment criteria, the value or weighting of the task, marking guidelines and the date for its completion or submission.



**If a student is absent for the issuing of 'notice' it is the student's responsibility to obtain the task information.** There will not be a staggered due date because of 'late' notice.

- No Assessment Task can be held or due in the Non-Assessment Periods. The non-assessment period is five (5) school days BEFORE and five (5) school days AFTER the examination period.
- **A moratorium on the conduct of assessment tasks will be held for one week prior to any examination period.**

### **Completion of Assessment Tasks At School**

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must use the Illness / Misadventure process. Students must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend ALL day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date, or working in classes prior to the period the task is due, is MALPRACTICE. In such cases students will receive a **zero mark** for the task.

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. The Illness / Misadventure Application process must then be used (see process page 12).

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (e.g. sign that they are aware of the new date and time).

### **Assessment of Separate Classes in the Same Course**

Where two or more classes exist in a course, they may be timetabled at different times. This requires astute management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by discretion and not assisting a group who may have a similar task to complete later in the school day. Common tasks, conditions and marking procedures need to occur for all students (e.g. one teacher marks all of one section or one task).

### **Submission of Assessment Tasks Completed at Home**

Unless notified to the contrary, all assessment tasks must be submitted at the beginning (within first ten minutes) of the first timetabled lesson in that subject on the due date. Students will be notified in writing as a part of their task notification of the format in which the submission of the task will be accepted. Students should not assume that they may submit their Assessment Tasks by email or other digital media. A USB or external hard drive device will NOT be accepted for the submission of any assessment task.

Assessment task submission may be accepted via the following methods:

1. Written hard copy form: Assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) – not left at staffrooms, in classrooms or anywhere else. Students will be asked to sign a register with the classroom teacher to ensure that there is evidence that they have submitted the task by the due date.
2. Email: Assessment Tasks will state the email address to which the task must be sent to qualify for appropriate submission of the task. A received email is accepted as a digital signature.
3. Digital Learning Platform: Assessment tasks will direct students to the appropriate Assignment or Quiz Portal where their task is to be submitted.

Failure to adhere to any of the above necessitates the Illness/ Misadventure Application process being accessed.

#### **PLEASE NOTE:**

When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept Assessment Tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. The Assessment Task should be readily identifiable on the medium – clearly identifying the student and task.
4. The Assessment Task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for the non-receipt or delay of emails.

### **Students unable to be present at school on the day the task is due**

Students who are absent from school on the day a task is due will need to follow the Illness / Misadventure Application process if they submit the task electronically on that day. This will not be necessary if the task is submitted electronically prior to 8am on the due date.

### **Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed In Class**

Every Faculty at Lake Munmorah High School maintains an accurate signed and dated register for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session and submitted to the roll office from where it can then be checked. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to Faculties with completed papers.

## **Illness / Misadventure Application Process**

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness / Misadventure Application Process **MUST** be followed.

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid** reason (illness or misadventure) you **must** do the following:

- 1. Contact the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
- 2. Submit the task on your first day back at school** or negotiate with the Faculty Head Teacher an alternate date to complete an internal assessment.
- 3. Collect an Illness / Misadventure Application form** from the School Office on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE THE ILLNESS /MISADVENTURE APPLICATION FORM.**
- 4. Complete the Illness / Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g. counselor or police officer. A parent signature must be on each form before it is processed.
- 5. Give the completed Illness / Misadventure Application form to the relevant Head Teacher before school on the next day after your parents have signed it.** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 6. The Head Teacher makes a written recommendation** and transfers the completed Illness / Misadventure Application form to the Deputy Principal **who sights relevant documentation and notes it on the form.**
- 7. Head Teachers will be notified of the decision by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.**
- 8. In the event of an application being declined a student may appeal the decision. In this case the Principal will convene a panel**, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.
- 9. In the case of an unsuccessful appeal**, the Class Teacher will notify the parents in writing (through an official NESA non-completion of course warning letter) of the outcome of the appeal. If successful, the completed assessment task will be marked as usual and the mark will stand.

### **Late Submission of an Assessment Task**

If an assessment task is submitted 'late' (i.e. after the beginning ten minutes of the first lesson in that subject on the due day), a **zero mark** will be awarded. Students must then follow the Illness / Misadventure Application Process. Students have ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPLICATION.

### **Failure to Complete or Submit an Assessment Task**

Where a task is not completed and there is no valid reason, a **zero mark** will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter. Advice on how to satisfactorily meet course requirements will be outlined in this letter. ***All tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.***

If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Illness / Misadventure Application Process needs to be followed.

### **Work Placement, Representative Sport and other School Sanctioned events**

In the event of an assessment task clashing with work placement, compulsory course excursions, school course camps or representative sports, it is the student's responsibility to notify teachers of this commitment at least one week in advance of the task due date and make written application through the Illness / Misadventure Application process.

Supporting documentation must indicate that the 'event' manager is aware that you will be missing a scheduled assessment task. You may apply for an extension before the event occurs or submit the task earlier prior to the engagement. Otherwise, if the application is granted, you may be given approval to complete or submit the task in the first lesson in that subject upon your return. (NOTE: If the missing task is an 'in-class test' then the relevant Head Teacher will decide upon an appropriate time for the task to be satisfactorily completed).

**Approval for late submission / completion of a task must be requested in advance**, if this process is not followed, a **zero mark** will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter.

### **Request for Extension of Time for an Assessment Task**

Through using the Illness / Misadventure Application Process, the Deputy Principal (acting on Head Teacher recommendation) may grant an extension of time. **A request for an extension due to a known absence must be sought at least one week before the task due date.** No teacher is to grant an extension to a student for an assessment task outside the Illness/ Misadventure Application process.

### **Conduct During Assessment Tasks (Including Examination Periods)**

Examinations are assessment tasks. Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have with them any notes, unless specified within the task parameters.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. This includes turning off electronic devices for the duration of the task.

All work submitted as part or all of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. This is especially true of students absent for an in-class assessment task who may be unfairly advantaged through your discussion of a task with them. Copying the work of another student and/or permitting work to be copied are further examples of dishonest practice. All senior students should have completed the 'All My Own Work' module prior to commencing senior studies and as such should be aware of their responsibilities with regard to malpractice.

### **Malpractice**

Proven cases of undertaking or assisting in cheating or dishonest practices (e.g. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aides) will receive **a zero mark** and parents will be notified. If you facilitate cheating (e.g. providing your work to be 'looked at' or copied), you are cheating. **A written appeal against the decision may be lodged by the student to the Principal within five school days.**

### **Non-Serious Attempts**

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious, the matter will be referred to the Deputy Principal for a decision. If confirmed you will receive **a zero mark** and parents will be notified through an official NESAs non-completion of course warning letter. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESAs. **A written appeal against the decision may be lodged by the student to the Principal within five school days.**

### **Leave during School Term Time**

All students are expected to be available for lessons and assessment tasks during term time. Please note family holidays are not classified as approved leave. Missing a scheduled assessment task for any reason other than an illness or documented misadventure will generally result in a zero mark being awarded for that task.

### **Provisional Entry of Students into HSC Courses**

The Principal may authorise a student who received an 'N' determination in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary requirements.

A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC Course eligibility is confirmed. Regular monitoring of this situation by the relevant Deputy Principal and Head Teacher and discussion with the Principal will decide whether the assessment marks earned under the HSC Assessment procedures will count.

### **Procedures for Students in Danger of Not Meeting NESAs Requirements of a Course**

Students will be sent a copy (or over time, copies) of official NESAs non-completion of course warning letters (N Warnings) outlining the precise concerns and ways the student can remedy the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether a student has satisfactorily completed a course.

The school executive regularly review students who are deemed to be at risk of not successfully completing a course(s). Parents of students who are at risk of receiving an N Determination are contacted by the Head Teacher. Letters regarding non-completion of course requirements are kept on student files.

### **Student Assessment Task Feedback**

All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students will be notified of their assessment rank and cumulative rank at the end of each assessment task.

Students will also be notified of their cumulative ranking in each course on a report issued by the school. Final assessment marks WILL NOT be disclosed to students as per NESAs policy.

### **Records/ Assessment Marks**

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. External circumstances will only be considered if the Illness / Misadventure Application process is followed and approved.

Assessment marks are recorded on Sentral. Marks are to be matched to syllabus weightings and checked by the Head Teacher.



### **Invalid Assessment Tasks**

Where there is an irregularity with an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded and a replacement task arranged.

### **Disability Provisions**

New South Wales Education Standards Authority (NESAs) disability provisions can be applied for and if approved provided to eligible students.

### **Final Assessment Rank Order Notification**

Actual final HSC Assessment mark totals are not revealed to students. However, HSC students can collect their Final Assessment Rank Order Notification from the class teacher at the completion of their final HSC class and within the time period for appeals. The Principal or delegate will outline its purpose and any steps for procedural fairness or student appeal. Students can see their final rank in each course by using the *Students Online* service at the NESAs website.

### **School Reviews of Assessment**

Students who have any concerns about the marking of an assessment task must initially follow this up with their Classroom Teacher. **If there are ongoing concerns a written appeal against the decision may be lodged by the student to the Deputy Principal within five school days.**

Any concerns **in relation to the end of course cumulative rank may be appealed** to NESAs as outlined in the the ACE Manual.

### **Evaluating This Policy**

This policy will be reviewed in 2018 to ensure compliance with the new NESAs Stage 6 School Based Assessment requirements.

### **Responsibilities of Each Student:**

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education. Students should:

1. know how to access this Assessment Booklet online via the school website;
2. ensure their parents / guardians are familiar with this policy;
3. be familiar with all assessment requirements and deadlines for each course;
4. organise an efficient program of study and work;
5. complete and submit all assessable tasks by the due date, and to the best of their ability;
6. seek from teachers the best advice and assistance with all work and discuss openly difficulties and needs and
7. seek clarification from teachers to avoid any misunderstandings regarding marks allocated for specific tasks.

## **Attachments:**

The following pages contain a copy of all important documents as well as a copy of each subject's assessment schedule.

### 1. Documents

- Illness, Accident or Misadventure Application
- Assessment Task Format Sample
- Examination Notification Format Sample

### 2. Schedules

- Ancient History
- Biology
- Business Studies
- Chemistry
- Dance
- English Advanced
- English Standard
- English Studies
- Exploring Early Childhood
- Industrial Technology Multimedia & Timber
- Legal Studies
- Mathematics General
- Mathematics General 1
- Mathematics General 2
- Music 1
- Personal Development, Health and Physical Education (PDHPE)
- Photography, Video & Digital Imaging
- Physics
- Senior Science
- Society and Culture
- Sport Lifestyle and Recreation (SLR)
- Visual Arts
- Business Services, Cert II (Board Endorsed VET)
- Construction Cert II (Board Endorsed VET)
- Hospitality Food & Beverage Cert II (Board Endorsed VET)
- Sport Coaching Cert II (Board Endorsed VET)

### 3. Information

- 3+3 Preliminary and HSC Assessment Calendar
- Student Assessment Information
- Glossary of Key Words



# Lake Munmorah High School Illness/ Misadventure Application Years 11 &12

**INSTRUCTIONS:**

1. Student completes Section A only of this form
2. Student AND Parent / Guardian sign form
3. Student hands form (including any documentation) to the relevant Head Teacher
4. The Head Teacher completes Section B and submits the form to the Deputy Principal
5. Deputy Principal completes Section C and informs Head Teacher via school office (Section D)
6. Head Teacher informs the student of the outcome.

**Section A: (Student to complete and Parent / Guardian to sign)**

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Subject Teacher: \_\_\_\_\_ Date due: \_\_\_\_\_

Description of task and weighting (e.g. Assessment task 2, Research Report, 20%)

\_\_\_\_\_

Who did you notify at school on the day the task was due? \_\_\_\_\_

Explanation: Statement with sufficient details to support your case for special consideration.

\_\_\_\_\_

The following documentary evidence is attached: (See point 4 over page)

Medical Certificate       Other \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section B: (Head Teacher use only)**

Head Teacher recommendation (must meet LMHS Assessment Policy guidelines)

Alternate Assessment task to be attempted (new arrangements: \_\_\_\_\_)

Extension of time granted until: \_\_\_\_\_

Estimate to be given (based on student's performance in other tasks)

No credit for this assessment task (N warning issued)

Other action: \_\_\_\_\_ Head Teacher Signature: \_\_\_\_\_

**Section C: (Deputy Principal use only)**

DP's Decision:       HT recommendation approved       HT recommendation not approved

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

**Section D: (Office use only)**

Original application returned  
to the HT for the student

Copy for Student file (office)

Copy for HT files

**Unless notified to the contrary, all assessment tasks must be submitted at the beginning (within first ten minutes) of the first timetabled lesson in that subject on the due day.**

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid** reason (illness or misadventure) you **must** do the following:

- 1. Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
- 2. Submit the task on your first day back at school** or negotiate with the Head Teacher Faculty an alternate date to complete an internal assessment.
- 3. Collect an Illness / Misadventure Application form** from the School Office on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. **YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE THE ILLNESS /MISADVENTURE APPLICATION FORM.**
- 4. Complete the Illness / Misadventure Application form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counselor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
- 5. Give the completed Illness / Misadventure Application form to the relevant Head Teacher before school on the next day after your parents have signed it.** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
- 6. The Head Teacher makes a written recommendation** and transfers the completed Illness / Misadventure Application form to the Deputy Principal **who sights relevant documentation and notes it on the form.**
- 7. Head Teachers will be notified of the decision by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.**
- 8. In the event of an application being declined a student may appeal the decision. In this case the Principal will convene a panel**, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.
- 9. In the case of an unsuccessful appeal**, the Class Teacher will notify the parents in writing (through an official NESAs non-completion of course warning letter) of the outcome of the appeal. If successful, the completed assessment task will be marked as usual and the mark will stand.



# Lake Munmorah High School

Year \_\_\_\_\_ *Assessment Task*

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Task Details

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

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

Outcomes Assessed: \_\_\_\_\_

Task Type: \_\_\_\_\_

Weighting: \_\_\_\_\_

## Task Description

Minimum Length: (for extended responses / essays etc)

## Key Term Definitions

## Checklist

As you complete the task, tick off the following essential task requirements:

## Marking Criteria

Outcomes	Criteria	Best responses will ...	Mark

## Lake Munmorah High School –

### Important Assessment Task Information

#### All My Own Work?

- You **WILL** have to resubmit if there are concerns the work is not your own, and may be awarded a mark of **zero**, because work not being your own is considered cheating.
- You will be awarded **zero** for work that is copied and pasted – you may also be required to resubmit your own work.
- **TECHNOLOGY** problems will **NOT** be a valid excuse for the late submission of work.

#### The Due Date

- **EXTENSIONS** can **ONLY** be approved (prior to the due date) by the Head Teacher (for years 7, 8 & 9) or by the Principal (College Students), under **EXCEPTIONAL** circumstances.



# Lake Munmorah High School

## Year \_\_\_\_\_ Examination Notification

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

### Examination Details

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

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

Outcomes Assessed: \_\_\_\_\_

Weighting: \_\_\_\_\_

Marks: \_\_\_\_\_

Exam Length: \_\_\_\_\_

### Task Description

In this examination you will be required to:

- 

The content of the examination will cover:

-



**Lake Munmorah High School –**  
**Important Examination Information**

**The Exam Date**

In the event of an examination clashing with work placement, compulsory course excursions, school course camps or representative sports, the following actions need to be adhered to:

- It is the students responsibility to make a written application through the Illness/misadventure appeal process and notify teachers of this commitment at least one week in advance. The 'event' manager e.g. Sport Coach, excursion organiser must indicate that they are aware that you will be missing a scheduled examination.

If you are otherwise absent on the examination date, you will be expected to complete the exam on the first day you return to school, and will only be given a mark if:

- Evidence is supplied i.e. Doctors Certificate, Funeral Notice etc. and an Illness / Misadventure form is submitted and approved.

If you are late to an exam you will **NOT** be given extra time.

**Equipment**

- You are required to provide your own equipment i.e. pens, ruler, pencils, calculator (if allowed and approved).
- Borrowing of equipment during exams will NOT be allowed.



# Ancient History

## Course Outcomes & Objective:

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/ancient-history-st6-syl-from2010.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/ancient-history-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Investigating the Past: History, Archaeology and Science	Historical Investigation	Preliminary Exit Examination		
<b>Task Type</b>	Source Analysis Task	Research and presentation	Examination		
<b>Due Date</b>	Term 4 Week 9 2017	Term 1 Week 8 2018	Term 1 Week 10 2018		
<b>Outcomes Assessed</b>	P3.1, P3.2, P3.3, P3.5	P1.1, P3.1, P3.5, P3.6, P4.2	P1.1, P2.1, P3.4, P3.5, P4.1, P4.2		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	10	20	<b>40</b>
	<b>Source-based skills</b>	10	5	5	<b>20</b>
	<b>Historical inquiry and research</b>	5	10	5	<b>20</b>
	<b>Communication of historical understanding in appropriate forms</b>	5	5	10	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>	



# Ancient History

## Course Outcomes & Objective:

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/ancient-history-st6-syl-from2010.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/ancient-history-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Cities of Vesuvius: Pompeii and Herculaneum	Ancient Society: Sparta	Trial HSC Examination		
<b>Task Type</b>	Source based Task	Extended Response	Trial Exam		
<b>Due Date</b>	Term 2 Week 5 2018	Term 2 Week 10 2018	Term 3 Week 7 2018		
<b>Outcomes Assessed</b>	H1.1,H2.1, H3.1, H3.2, H4.2	H1.1, H3.1, H3.2, H3.5, H4.2	H1.1,H2.1, H3.1, H3.2, H3.3, H3.6		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	5	20	<b>40</b>
	<b>Source-based skills</b>	5	5	5	<b>20</b>
	<b>Historical inquiry and research</b>	5	5		<b>20</b>
	<b>Communication of historical understanding in appropriate forms</b>	5	5	5	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>	



# Biology

## Course Outcomes & Objective:

Outcomes and Objectives for Preliminary and HSC can be found on page 16-17 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/biology-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/biology-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Local Ecosystems	Patterns in Nature	Preliminary Exit		
<b>Task Type</b>	Field Study	Secondary Source Investigation	Exam		
<b>Due Date</b>	Week 10 Term 4 2017	Week 5 Term 1 2018	Week 10 Term 1 2018		
<b>Outcomes Assessed</b>	2, 4, 7, 8, 11-12, 13-15	1, 3, 5, 6, 11-12, 13-14	1-10, 12, 13-14		
<b>COMPONENTS</b>	Knowledge and understanding of The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology; Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution <i>Includes outcomes: P1 – P10</i>	10	5	25	<b>40</b>
	Skills in: <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul> <i>Includes outcomes: P11 - 12</i>	10	15	5	<b>30</b>
	Skills in: <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques</li> <li>Working individually and in teams</li> </ul> <i>Includes outcomes: P13 - P15</i>	10	15	5	<b>30</b>
<b>Marks</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>	



# Biology

## Course Outcomes & Objective:

Outcomes and Objectives for Preliminary and HSC can be found on page 16-17 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/biology-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/biology-st6-syl.pdf)

## Assessment:

		Task 1	Task 2	Task 3	Weighting
<b>Topic/s</b>		Blue Print of Life	Maintaining a Balance	Trial Exam	
<b>Task Type</b>		Secondary Source Investigation	Practical Task	Exam	
<b>Due Date</b>		Week 4 Term 2 2018	Week 3 Term 3 2018	Week 7 Term 3 2018	
<b>Outcomes Assessed</b>		2, 4, 8, 9, 10, 11, 12, 13, 14	6, 11-12, 13-15	1-10, 11-12, 13-14	
<b>COMPONENTS</b>	Knowledge and understanding of The history, nature and practice of biology, applications and uses of biology and their implications for society and the environment, and current issues, research and development in biology; Cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution. <i>Includes outcomes: H1 – H10</i>	10	5	25	40
	Skills in: <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul> <i>Includes outcomes: H11 – H12</i>	10	15	5	30
	Skills in: <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques</li> <li>Working individually and in teams</li> </ul> <i>Includes outcomes: H13 – H15</i>	10	10	10	30
<b>Marks</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Business Studies

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 9-10 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/business-studies-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Management	Business Planning	All		
<b>Task Type</b>	Research a Small Business	Business Plan for an SME	Preliminary Exit Examination		
<b>Due Date</b>	Term 1 (2018) Wk 3	Term 1 (2018) Wk 7	Term 1 (2018) Wk 10		
<b>Outcomes Assessed</b>	P2, P4, P5, P7, P8	P4, P7, P8, P9	P1, P2, P3, P4, P5, P6, P10		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	10	20	<b>40</b>
	<b>Stimulus based skills</b>	5	5	10	<b>20</b>
	<b>Inquiry and research</b>	10	10		<b>20</b>
	<b>Communication of business information, ideas and issues in appropriate forms</b>	5	5	10	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>	



# Business Studies

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 9-10 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/business-studies-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/business-studies-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Operations	Marketing	Finance	All Topics		
<b>Task Type</b>	Test	Research and Report	Inquiry/Analysis	Trial HSC Examination		
<b>Due Date</b>	<b>Term 2 Week 5</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 4</b>	<b>Term 3 Week 7</b>		
<b>Outcomes Assessed</b>	H2 H4 H5 H9	H4, H6, H7, H8, H9	H5, H8, H9, H2, H6, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	5	5	20	40
	<b>Stimulus based skills</b>	5	5		10	20
	<b>Inquiry and research</b>		10	10		20
	<b>Communication of business information, ideas and issues in appropriate forms</b>	5	5	5	5	20
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>	



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 Preliminary Course

# Chemistry

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 16-17 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/chemistry-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chemistry-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Chemical Earth	Metals / Water	Preliminary Exit		
<b>Task Type</b>	Practical Task	Research Report/Calculations	Exam		
<b>Due Date</b>	Term 4 Week 10 2017	Term 1 Week 5 2018	Term 1 Week 10 2018		
<b>Outcomes Assessed (P)</b>	P2, 11, 12,13,14,15	P1,3, 4,5,11,12,13,14, 15	P6-P14		
<b>COMPONENT</b>	<b>Knowledge and understanding</b> <ul style="list-style-type: none"> <li>The history, nature and practice of chemistry, applications and uses of chemistry and their implications for society and the environment, and current issues, research and development in chemistry.</li> <li>Atomic structure, the periodic table and bonding, energy, chemical reactions, carbon chemistry and stoichiometry.</li> </ul>	5%	5%	30%	<b>40%</b>
	<b>Skills in:</b> <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>	20%	5%	5%	<b>30%</b>
	<b>Skills in:</b> <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques.</li> <li>Working individually in in teams.</li> </ul>	5%	20%	5%	<b>30%</b>
<b>Marks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>32</b>	<b>100%</b>





# Chemistry

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 16-17 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/chemistry-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/chemistry-st6-syl.pdf)

<u>Assessment:</u>	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Production of Materials	Acidic Environment	Trial HSC Exam		
<b>Task Type</b>	Practical Task	Research Task/Practical Task	Exam		
<b>Due Date</b>	Term 2 Week 3 2018	Term 2 Week 10 2018	Term 3 Week 7 2018		
<b>Outcomes Assessed</b>	H11-15	H1-H5, H11-H15	H6-H14		
<b>COMPONENT</b>	<b>Knowledge and understanding</b>		10%	30%	<b>40%</b>
	<b>Skills in planning and conducting first-hand investigations and in communicating information and understanding based on these investigations</b>	15%	10%	5%	<b>30%</b>
	<b>Skills in scientific thinking, problem-solving, and in communicating understanding and conclusions</b>	5%	20%	5%	<b>30%</b>
<b>Marks</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>	



# Dance

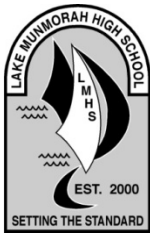
## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 13-14 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/dance-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/dance-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Perfecting Performance	Dance in Australia	Analysing Dance	Composition		
<b>Task Type</b>	Performance & Logbook	Research Task	Preliminary Exit Examination	Composition & Logbook		
<b>Due Date</b>	Week 10 Term 4 2017	Week 2 Term 1 2018	Week 10 Term 1 2018	Week 8 Term 1 2018		
<b>Outcomes Assessed</b>	P1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	P1.1, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4, 4.5	P1.1, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4, 4.5	P1.3, 1.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.3		
<b>COMPONENT</b>	<b>Performance</b>				<b>40%</b>	
	<b>Composition</b>			20	<b>20%</b>	
	<b>Appreciation</b>	20	10	10	<b>40%</b>	
	<b>Marks</b>	<b>40</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>100%</b>



# Dance

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 13-14 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/dance-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/dance-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Core Performance	Core Composition	Major Work	Core Appreciation	
<b>Task Type</b>	Performance & Logbook	Composition & Logbook	Performance & Logbook	Trial HSC Examination	
<b>Due Date</b>	Week 4 Term 2 2018	Week 6 Term 2 2018	Week 10 Term 2 2018	Week 7 Term 3 2018	
<b>Outcomes Assessed</b>	H 1.1, 1.2, 2.2, 3.1, 3.2	H 1.1, 1.2, 1.3, 3.1, 3.2, 3.3	H 1.1, 1.2, 1.3, 2.1 2.2, 2.3	H 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5	
<b>COMPONENT</b>	<b>Performance</b>		40%		<b>60%</b>
	<b>Composition</b>		20%		<b>20%</b>
	<b>Appreciation</b>			20%	<b>20%</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>



# English Advanced

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 38 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Area of Study: <i>Journeys</i>	Textual Study	Context and Value Study	Preliminary Exit Examination	
<b>Task Type</b>	Writing	Listening	Speaking	Reading/ Writing	
<b>Due Date</b>	Term 4 Week 10 2017	Term 1 Week 5 2018	Term 1 Week 7 2018	Term 1 Week 10 2018	
<b>Outcomes Assessed</b>	1, 3, 6, 10	4, 5, 9, 11	3, 4, 7, 12	1, 2, 6, 8, 10	
<b>LANGUAGE MODES</b>	Listening	15			<b>15</b>
	Speaking		15		<b>15</b>
	Reading	5		15	<b>25</b>
	Writing	5	10		<b>30</b>
	Viewing & Representing	15			<b>15</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 HSC Course

# English Advanced

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 38 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## Assessment:

		Task 1a	Task1b	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>		Area of Study: <i>Discovery</i>	Area of Study Discovery	Critical Study of Texts	Comparative Study of Texts and Contexts	Trial HSC Examination	
<b>Task Type</b>		Speaking	Writing	Listening	Reading/ Writing	Writing	
<b>Due Date</b>		Term 2 Week 5 2018		Term 2 Week 9 2018	Term 3 Week 3 2018	Term 3 Week 7 2018	
<b>Outcomes Assessed</b>		H1,H2, H4, H6, H9, H11, H13	H1, H2, H4, H6, H11,H13	H2, H3,H6,H10	H3, H5, H10, H11, H12, H12A	H1,H2, H3,H4,H5,H6, H7,H8, H10, H11	
<b>COMPONENT</b>	Area of Study	15	15			10	<b>40</b>
	Module A				20		<b>20</b>
	Module B			20			<b>20</b>
	Module C					20	<b>20</b>
<b>Marks</b>		<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>
<b>LANGUAGE</b>	Listening			15			<b>15</b>
	Speaking	15					<b>15</b>
	Reading		5		5	15	<b>25</b>
	Writing		5	5	5	15	<b>30</b>
	Viewing & Representing		5		10		<b>15</b>
<b>Marks</b>		<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>



# English Standard

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 22 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## Assessment:

		Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>		Area of Study: <i>Journeys</i>	Textual Study	Language Study	Preliminary Exit Examination	
<b>Task Type</b>		Writing	Speaking	Listening	Reading/Writing	
<b>Due Date</b>		Term 4 Week 10 2017	Term 1 Week 5 2018	Term 1 Week 8 2018	Term 1 Week 10 2018	
<b>Outcomes Assessed</b>		1, 3, 6, 10	4, 5, 9, 11	3, 4, 7, 12	1, 2, 6, 8, 10	
<b>LANGUAGE MODES</b>	Listening			15		<b>15</b>
	Speaking		15			<b>15</b>
	Reading	5		5	15	<b>25</b>
	Writing	5	10		15	<b>30</b>
	Viewing & Representing	15				<b>15</b>
	<b>Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 HSC Course

# English Standard

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 22 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-syllabus-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-syllabus-from2010.pdf)

## Assessment:

	Task 1a	Task 1b	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Area of Study: <i>Discovery</i>	Area of Study: <i>Discovery</i>	Experience Through Language	Texts & Society	Trial HSC Examination	
<b>Task Type</b>	Speaking	Writing	Listening	Writing	Reading/ Writing	
<b>Due Date</b>	Term 2 Week 5 2018		Term 2 Week 9 2018	Term 3 Week 3 2018	Term 3 Week 7 2018	
<b>Outcomes Assessed</b>	H1, H2, H4, H6, H9, H11, H13	H1, H2, H4, H6, H11, H13	H1, H3, H8, H10	H3, H8, H9, H12	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
<b>COMPONENT</b>	Area of Study	15	15		10	<b>40</b>
	Module A			20		<b>20</b>
	Module B				20	<b>20</b>
	Module C				20	<b>20</b>
<b>Marks</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>
<b>LANGUAGE MODES</b>	Listening		15			<b>15</b>
	Speaking	15				<b>15</b>
	Reading		5		5	<b>25</b>
	Writing		5	5	5	<b>30</b>
	Viewing & Representing		5		10	<b>15</b>
	<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>



# English Studies

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 8-9 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-studies-CEC-st6-draft-syllabus-2011.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-studies-CEC-st6-draft-syllabus-2011.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Mandatory Module	Family	Digital Worlds	Preliminary Exit Exam	
<b>Task Type</b>	Writing	Writing	Writing	Writing	
<b>Due Date</b>	Term 4 Week 10 2017	Term 1 Week 5 2018	Term 1 Week 8 2018	Term 1 Week 10 2018	
<b>Outcomes Assessed</b>	2.1, 2.2, 2.3, 3.1, 3.2	1.2, 1.4, 2.2, 4.1, 4.2	1.1, 1.2, 1.3, 3.1, 3.2	1.4, 2.2, 3.1, 3.2	
<b>COMPONENT</b>	Component 1	5	15	10	<b>30</b>
	Component 2	15	5	10	<b>30</b>
	Component 3	10		10	<b>25</b>
	Component 4		15		<b>15</b>
	<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



## AMENDED SCHEDULE 2018



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 HSC Course

# English Studies

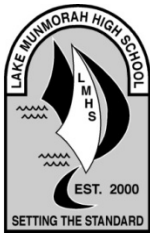
### Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 8-9 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/english-studies-CEC-st6-draft-syllabus-2011.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-studies-CEC-st6-draft-syllabus-2011.pdf)

### Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	On The Road/ The Big Screen	MiTunes	Mandatory Module	Trial HSC Examination	
<b>Task Type</b>	Writing	Writing	Writing	Examination	
<b>Due Date</b>	Term 2 Week 5 2018	Term 2 Week 9 2018	Term 3 Week 3 2018	Term 3 Week 7 2018	
<b>Outcomes Assessed</b>	1.1, 1.2, 2.2, 2.3	1.3, 1.4, 2.2, 3.1	1.4, 2.3, 3.1, 3.2, 4.1	1.4, 2.1, 2.2, 3.2, 4.1, 4.2	
<b>COMPONENT</b>	Component 1	10	10	10	<b>30</b>
	Component 2	10	10	5	<b>30</b>
	Component 3	10	5	5	<b>25</b>
	Component 4			5	<b>15</b>
<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# Exploring Early Childhood

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/exploreearlychild\\_cec\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/exploreearlychild_cec_syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Core A- Pregnancy & Childbirth	Core B-Child Growth & Development	Core C- Promoting Positive Behaviour	Core ABC and Module 14 Children with Special Needs		
<b>Task Type</b>	Research	Research / Practical Project	Research / Oral Presentation	Preliminary Exit Exam		
<b>Due Date</b>	First lesson Week 9 2017	First lesson Week 3 T1 2018	First lesson Week 6 T1 2018	Week 10 T1 2018		
<b>Outcomes Assessed</b>	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.3, 6.2	1.1 – 6.2		
<b>COMPONENT</b>	<b>Knowledge and Understanding</b>	10	10	15	15	<b>50</b>
	<b>Skills</b>	10	15	10	15	<b>50</b>
	<b>Marks</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# Exploring Early Childhood

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/exploreearlychild\\_cec\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/exploreearlychild_cec_syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Modules 12 & 13 Food and Nutrition & Child health and Safety	Modules 1, 2 & 3 Learning Experiences for young children, Play & the developing Child and Starting School	Core ABC and Module Exam	Modules 9 & 11 Young Children and Media & Children's Literature		
<b>Task Type</b>	Research / Practical Project	Research / Observation	Trial HSC Exam	Resource Folder		
<b>Due Date</b>	First Lesson Wk 4 T2 2018	First Lesson Wk 8 T2 2018	Wk 7 T3 2018	First Lesson Wk 4 T3 2018		
<b>Outcomes Assessed</b>	1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 6.1, 6.2	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 6.1, 6.2	1.1 – 6.2	1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 4.1, 6.1		
<b>COMPONENT</b>	<b>Knowledge and Understanding</b>	10	15	15	10	<b>50</b>
	<b>Skills</b>	15	10	15	10	<b>50</b>
	<b>Marks</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>



# Geography

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 9 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/geography-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/geography-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Field work and Report	Biophysical Interactions	Senior Geography Project	All Topics		
<b>Task Type</b>	Field Notes and report	Multiple-Choice Skills Test	Research	Preliminary Exit Examination		
<b>Due Date</b>	Week 10 Term 4 (2017)	Term 1 (2018) Week 2	Term 1 Week 5	Term 1 Week 10		
<b>Outcomes Assessed</b>	P1; P2; P3; P6; P9; P12	P4; P8, P9; P10	P7, P8, P9, P11, P12	P2, P3, P4, P5, P6; P10		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	10	10	10	<b>40</b>
	<b>Geographical Skills and Tools</b>		15		5	<b>20</b>
	<b>Geographical inquiry, research and field work</b>	10		10		<b>20</b>
	<b>Communication of geographical information, ideas and issues in appropriate forms</b>	5		5	10	<b>20</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>	



# Geography

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 9 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/geography-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/geography-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Ecosystems at Risk	Urban Places	All topics		
<b>Task Type</b>	Field Work Notes/ Extended Response	Extended response	Trial HSC Examination		
<b>Due Date</b>	Week 5 Term 2	Week 10 Term 2	Week 7 Term 3		
<b>Outcomes Assessed</b>	H1, H2, H5, H6, H8,H10; H13	H1, H3, H6, H9, H12, H13	H1, H2, H3, H4, H6, H7, H11; H13		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	10	10	20	<b>40</b>
	<b>Geographical Skills and Tools</b>		10	10	<b>20</b>
	<b>Geographical inquiry, research and field work</b>	10	10		<b>20</b>
	<b>Communication of geographical information, ideas and issues in appropriate forms</b>	5	5	10	<b>20</b>
<b>Marks</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>	



# Industrial Technology Multimedia & Timber

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/industrial-technology-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/industrial-technology-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Manufacturing Techniques	Industry Study	Project Folio Ideas and Development	Preliminary Exit Examination		
<b>Task Type</b>	Project	Report	Project & Folio	Examination		
<b>Due Date</b>	Week 10 Term 4 2017	Week 2 Term 1 2018	Week 10 Term 1 2018	Week 10 Term 1 2018		
<b>Outcomes Assessed</b>	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	H1.1, H1.2, H2.1, H2.2, H6.1, H6.2, H7.1	P1.1, P1.2, P2.1, P3.1, P4.3, P5.1, P5.2, P6.2 P7.1	All		
<b>COMPONENT</b>	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	10	10	10	10	<b>40</b>
	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	5	5	30	20	<b>60</b>
<b>Marks</b>	<b>15</b>	<b>15</b>	<b>40</b>	<b>30</b>	<b>100</b>	



# Industrial Technology Multimedia & Timber

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/industrial-technology-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/industrial-technology-st6-syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Presentation of Major Project Ideas and Development	Industry Study Class Test	Practical Task	Trial HSC Examination	
<b>Task Type</b>	Presentation	Class Test	Practical Task	Trial HSC Examination	
<b>Due Date</b>	Week 4 Term 2 2018	Week 8 Term 2 2018	Week 4 Term 3 2018	Week 7 Term 3 2018	
<b>Outcomes Assessed</b>	H3.1, H3.2, H4.3, H5.1, H5.2	H1.1, H1.2, H2.1, H2.2, H6.1, H6.2, H7.1	H2.1, H3.3, H4.1, H6.2	All	
<b>COMPONENT</b>	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	10	10	10	40
	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	10	20	10
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>



**Lake Munmorah High School**  
**2018 Assessment Schedule**  
**3+3 Preliminary Course**  

# Legal Studies

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on page 8 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/legal-studies-syllabus-st6.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/legal-studies-syllabus-st6.pdf)

**Assessment:**

	<b>Task 1</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>	
<b>Topic/s</b>	The Legal System	The Law in Practice	All		
<b>Task Type</b>	Media file	Comprehension Task & Extended response	Preliminary Exit Examination		
<b>Due Date</b>	Term 1 (2018) Week 2	Term 1 (2018) Week 6	Term 1(2018) Week 10		
<b>Outcomes Assessed</b>	P1, P2, P3, P5, P8	P1, P2, P3, P4, P5, P6, P8, P9	P1, P2, P3, P5, P6, P7; P9, P10		
<b>COMPONENT</b>	<b>Knowledge and understanding</b>	15	20	25	<b>60</b>
	<b>Research</b>	10	10		<b>20</b>
	<b>Communication</b>	5	5	10	<b>20</b>
<b>Marks</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>	





# Legal Studies

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 8 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/legal-studies-syllabus-st6.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/legal-studies-syllabus-st6.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Human Rights	Crime	Crime/Human Rights/Family		
<b>Task Type</b>	Topic Test	Research Task & In Class Extended Response	Trial HSC Examination		
<b>Due Date</b>	Term2 Week 5 , 2018	Term 3 Week 10, 2018	Term 3 Week 7, 2018		
<b>Outcomes Assessed</b>	H1; H2, H3, H4;H5, H6, H7; H10	H1; H3; H6 H7; H8; H9; H10	H1;H2; H3; H5; H6; H7; H9		
<b>COMPONENT</b>	<b>Knowledge and Understanding</b>	20	10	30	<b>60</b>
	<b>Research</b>	5	15		<b>20</b>
	<b>Communication</b>	5	5	10	<b>20</b>
	<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Mathematics General

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 8 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths-general-syl-2013-and-beyond.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	FM1 – Earning Money MM1 – Units of Measurement AM1 – Algebraic Manipulation DS1 – Statistics and Society FM2 – Investing Money	MM2 – Area and Volume	DS2 – Displaying & Interpreting Single Data Sets PB2 – Relative Frequency and Probability MM3 – Similarity of 2D Figures FM3 – Taxation	Preliminary Exit Examination	
<b>Task Type</b>	In Class Examination	Practical Assessment	In Class Examination	Examination	
<b>Due Date</b>	Week 10 Term 4, 2017	Friday, Week 2 Term 1, 2018	Week 7 Term 1, 2018	Week 10 Term 1, 2018	
<b>Outcomes Assessed</b>	1, 2, 5, 6, 9, 10, VA	4, 5, 6, 10, VA	1, 2, 4, 5, 6, 7, 8, 9, 10, VA	All Outcomes	
<b>COMPONENT</b> Concepts, Skills and Techniques	10	5	15	20	<b>50</b>
Reasoning and Communication	10	5	15	20	<b>50</b>
<b>Marks</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Mathematics General 1

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 8 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths-general-syl-2013-and-beyond.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	DS4 – Distributions  DS5 – Interpreting Sets of Data  MM4 – Further Applications of Area & Volume  AM3 – Further Algebraic Skills  AM4 – Modeling with Functions	FM4 – Credit Cards  FSPe1 – Electricity  FSHu1 – Blood  PB2 – Multistage Events & Applications of Probability  FSHu2 – Body Measurements  DS6 – Working with Stats  FSHu3 - Lung Capacity	FSDe1 – Scale Drawings & House Plans FSDe2 – Design  FSHo1 – Accommodation costs: Buying and Renting  FSHo2 – Cost of Running a Household, Maintenance and Repairs  FSPe2 – Water Usage and Collection  FSPe3 – Sustainability and Energy-efficient Housing		
<b>Task Type</b>	In Class Examination	Research Project	Research Project		
<b>Due Date</b>	Week 8 Term 2, 2017	Week 4 Term 3, 2018	Monday, Week 8 Term 3, 2018		
<b>Outcomes Assessed</b>	1, 2, 4, 5, 7, VA	1, 2, 5, 6, 7, 8, 10, VA	1, 2, 4, 5, 6, 7, 9, 10, VA		
<b>COMPONENT</b>	<b>Concepts, Skills and Techniques</b>	15	15	20	<b>50</b>
	<b>Reasoning and Communication</b>	15	15	20	<b>50</b>
	<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Mathematics General 2

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 8 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/maths-general-syl-2013-and-beyond.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/maths-general-syl-2013-and-beyond.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	MM4 – Further Applications of Area and Volume	AM3 – Further Algebraic Techniques DS4 – Interpreting Sets of Data FM4 – Credit and Borrowing DS5 – The Normal Distribution AM4 – Modeling Linear Relationships	FSHe1-3 – Body Measurement MM5 – Applications of Trigonometry DS6 – Sampling and Populations FM5 – Annuities and Loan Repayments MM6 – Spherical Geometry	Trial HSC Examination		
<b>Task Type</b>	Practical Assessment	In Class Examination	In Class Examination	Examination		
<b>Due Date</b>	Week 3 Term 2, 2018	Week 7 Term 2, 2018	Week 4 Term 3, 2018	Week 7 Term 3, 2017		
<b>Outcomes Assessed</b>	4, 5, 9, 10, VA	1, 2, 3, 6, 7, 9, 10, VA	1, 2, 4, 5, 6, 7, 9, 10, VA	All Outcomes		
<b>COMPONENT</b>	<b>Concepts, Skills and Techniques</b>	5	10	15	20	<b>50</b>
	<b>Reasoning and Communication</b>	5	10	15	20	<b>50</b>
	<b>Marks</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Music 1

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/music-1-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/music-1-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
<b>Task Type</b>	Performance	Musicology Essay	Performance	Composition	Preliminary Exam Aural	
<b>Due Date</b>	Week 10 Term 4 2017	Term 1 Week 1 2018	Term 1 Week 2 2018	Term 1 Week 7 2018	Term 1 Week 10 2018	
<b>Outcomes Assessed</b>	P1, P3, P5, P7, P8	P2, P4, P5, P6, P7	P1, P3, P5, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	P2, P4, P5, P6, P7	
<b>COMPONENT</b>	<b>Performance</b>	15	15	20		<b>50</b>
	<b>Composition</b>			10		<b>10</b>
	<b>Musicology</b>		10			<b>10</b>
	<b>Aural</b>				30	<b>30</b>
	<b>Marks</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>30</b>



# Music 1

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/music-1-st6-syl-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/music-1-st6-syl-from2010.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task4	Task5	Weighting
<b>Task Type</b>	<b>Musicology/ Research</b>	<b>Core Performance</b>	<b>Core Composition</b>	<b>Mid-Course Performance Portfolio</b> <i>Presentation of Electives 1, 2 &amp; 3</i>	<b>Trial HSC Examination</b>  <i>Aural Examination</i>	
<b>Due Date</b>	Term 2 Week 3 2018	Term 2 Week 4 2018	Term 2 Week 6 2018	Term 3 Week 6 2018	Term 3 Week 6 2018	
<b>Outcomes Assessed</b>	H4, H5, H6	H3, H4, H7	H1, H2	H1*, H2*, H3*, H4*, H5*, H6*, H7*, H8*	H1*, H2*, H3*, H4*, H5*, H6*, H7*, H8*	
<b>COMPONENT</b>	<b>Performance Core</b>	10				<b>10</b>
	<b>Composition Core</b>		10			<b>10</b>
	<b>Musicology Core</b>	10				<b>10</b>
	<b>Aural Core</b>					25 <b>25</b>
	<b>Elective 1</b>				15	<b>15</b>
	<b>Elective 2</b>				15	<b>15</b>
	<b>Elective 3</b>				15	<b>15</b>
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>45</b>	<b>25</b>	<b>100</b>

\*Teachers will select the appropriate outcomes based on the elective options selected by students



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 Preliminary Course

# PDHPE

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 14-16 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/pdhpe-st6-syl-from2010.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-st6-syl-from2010.pdf)

**Assessment:**

	Task 1	Task 2	Task 2	Task 4	Weighting	
<b>Topic/s</b>	Core 1 Better Health for Individuals	Core 2 The Body in Motion	Option 1 Fitness Choices	All Topics		
<b>Task Type</b>	Written Response	Theoretical Application	Theoretical & Practical Application	Preliminary Exit Examination		
<b>Due Date</b>	Term 4 Week 10 2017	Term 1 Week 5 2018	Term 1 Week 7 2018	Term 1 Week 10 2018		
<b>Outcomes Assessed</b>	P1, P2, P3, P4, P5, P6, P15, P16	P7, P9	P8	P1 – P17		
<b>COMPONENT</b>	<b>Knowledge and understanding of</b> <ul style="list-style-type: none"> <li>Values and attitudes that promote healthy and active lifestyles and communities</li> <li>The factors that affect health</li> <li>The way the body moves</li> </ul>	10	10	5	25	<b>50</b>
	<b>Skills in:</b> <ul style="list-style-type: none"> <li>Influencing personal and community health</li> <li>Taking action to improve participation and performance in physical activity</li> <li>Critical thinking, research and analysis</li> </ul>	15	15	15	5	<b>50</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>	



**Lake Munmorah High School**  
**2018 Assessment Schedule**  
**3+3 HSC Course**  
**PDHPE**

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 14-16 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/pdhpe-st6-syl-from2010.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-st6-syl-from2010.pdf)

**Assessment:**

	Task 1	Task 2	Task 3	Task 4	Weighting	
<b>Topic/s</b>	Core 1 Health Priorities in Australia	Core 2 Factors Affecting Performance	Option 1 Health of Young People	All Topics		
<b>Task Type</b>	Application Task	Application Task	Application Task	Trial HSC Examination		
<b>Due Date</b>	Term 2 Week 5 2018	Term 2 Week 10 2018	Term 3 Week 4 2018	Term 3 Week 7 2018		
<b>Outcomes Assessed</b>	H1, H2, H3, H4, H5, H14, H15	H7, H8, H9, H10, H11, H17	H2, H5, H6, H14, H15, H16	H1 – H17		
<b>COMPONENT</b>	<b>Knowledge and understanding of</b> <ul style="list-style-type: none"> <li>• Values and attitudes that promote healthy and active lifestyles and communities</li> <li>• The factors that affect health</li> <li>• The way the body moves</li> </ul>	10	10	10	20	<b>50</b>
	<b>Skills in:</b> <ul style="list-style-type: none"> <li>• Influencing personal and community health</li> <li>• Taking action to improve participation and performance in physical activity</li> <li>• Critical thinking, research and analysis</li> </ul>	15	15	5	15	<b>50</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>15</b>	<b>35</b>	<b>100</b>	





# Photography, Video & Digital Imaging

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/photoviddig\\_cec\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/photoviddig_cec_syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Portfolio	Research Assignment	Portfolio	In Class Essay	
<b>Task Type</b>	Resolved practical tasks	Written responses	Resolved practical tasks	Formal exam conditions	
<b>Due Date</b>	Term 4 Week 10, 2017	Term 1, Week 2, 2018	Term 1 Week 7, 2018	Term 1 Week 7, 2018	
<b>Outcomes Assessed</b>	M1-M6	CH1-CH5	M1-M6	CH1-CH5	
<b>COMPONENT</b>	<b>Making</b>	35	35		<b>70</b>
	<b>Critical &amp; Historical</b>		15	15	<b>30</b>
<b>Marks</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>100</b>



# Photography, Video & Digital Imaging

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/photoviddig\\_cec\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/photoviddig_cec_syl.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting
<b>Topic/s</b>	Portfolio	Research Assignment	Portfolio	
<b>Task Type</b>	Resolved practical tasks	Written responses	Resolved practical tasks	
<b>Due Date</b>	Term 2 Week 9 2018	Term 3 Week 4 2018	Term 3 Week 8 2018	
<b>Outcomes Assessed</b>	M1-M6	CH1-CH5	M1-M6	
<b>COMPONENT</b>	<b>Making</b>	35	35	<b>70</b>
	<b>Critical &amp; Historical</b>		30	<b>30</b>
<b>Marks</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 Preliminary Course

# Physics

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 15-16 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/physics\\_stq6\\_syl\\_03.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/physics_stq6_syl_03.pdf)

**Assessment:**

	Task 1	Task 2	Task 3
<b>Topic/s</b>	Waves in Communication	Moving About	All
<b>Task Type</b>	Research assignment	Practical Task and Lab Report	Preliminary Exit Exam
<b>Due Date</b>	Week 2 Term 1, 2018	Week 6 Term 1, 2018	Week 10 Term 1, 2018
<b>Outcomes Assessed</b>	P1, P3, P5, P7, P12, P13, P14	P2, P6, P11, P12, P13, P14, P15	P4, P5, P6, P7, P8, P9, P10, P12, P13, P14

<b>COMPONENT</b>	Knowledge and understanding of: •The history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics •Kinematics and dynamics, energy, waves, fields and matter	10%	5%	25%	<b>40%</b>
	Skills in: •Planning and conducting first-hand investigations •Gathering and processing first-hand data •Gathering and processing relevant information from secondary sources	5%	15%	10%	<b>30%</b>
	Skills in: •Communicating information and understanding •Developing scientific thinking and problem-solving techniques •Working individually and in teams	15%	10%	5%	<b>30%</b>
	<b>Weightings</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



**Lake Munmorah High School**  
**2018 Assessment Schedule**  
**3+3 HSC Course**  
**Physics**

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 15-16 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/physics\\_stg6\\_syl\\_03.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/physics_stg6_syl_03.pdf)

**Assessment:**

		Task 1	Task 2	Task 3	
<b>Topic/s</b>		Space	Motors and Generators	All Core Topics	
<b>Task Type</b>		Secondary Source Investigation	Planning and Performing a Practical Task	Trial HSC Examination	
<b>Due Date</b>		Week 5 Term 2, 2018	Week 9-10 Term 2, 2018	Week 7 Term 3, 2018	
<b>Outcomes Assessed</b>		H1, H2, H5, H6, H9, H13, H14	H3, H4, H7, H9, H11, H13	H1, H2, H3, H4, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15	
<b>COMPONENT</b>	Knowledge and understanding of <ul style="list-style-type: none"> <li>The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics</li> <li>Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	10%	5%	25%	<b>40</b>
	Skills in: <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>	10%	10%	10%	<b>30</b>
	Skills in: <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques</li> <li>Working individually and in teams</li> </ul>	10%	15%	5%	<b>30</b>
	<b>Weightings</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**Lake Munmorah High School**  
**2018 Assessment Schedule**  
**3+3 Preliminary Course**  
**Senior Science**

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 15-16 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/senior-science-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/senior-science-st6-syl.pdf)

**Assessment:**

	Task 1	Task 2	Task 3
<b>Topic/s</b>	A Local Environment	Water for Living OR Plants	All
<b>Task Type</b>	Field Work	Secondary Source Investigation	Preliminary Exit Examination
<b>Due Date</b>	Week 10, Term 4 2017	Week 5 Term 1 2018	Week 10 Term 1 2018
<b>Outcomes Assessed</b>	P2, 4, 5, 7, 11, 12, 13, 14	P3, 6, 11, 12, 13, 14	P1-15

COMPONENT	Task 1	Task 2	Task 3	Weighting
Knowledge and understanding of: <ul style="list-style-type: none"> <li>• The history, nature, and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and developments in physics</li> <li>• Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	10	5	25	<b>40%</b>
Skills in: <ul style="list-style-type: none"> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources</li> </ul>	10	15	5	<b>30%</b>
Skills in: <ul style="list-style-type: none"> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> <li>• Working individually and in teams</li> </ul>	10	10	10	<b>30%</b>
<b>Weightings</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 HSC Course

# Senior Science

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 15-16 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/senior-science-st6-syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/senior-science-st6-syl.pdf)

## Assessment:

		Task 1	Task 2	Task 3	
<b>Topic/s</b>		Lifestyle Chemistry	Medical technology OR Information Systems	All Core	
<b>Task Type</b>		Planning and Performing a Practical Task	Secondary Source Analysis	Trial HSC Examination	
<b>Due Date</b>		Week 4 Term 2 2018	Week 10 Term 2 2018	Week 7 Term 3 2018	
<b>Outcomes Assessed</b>		H2, H11, H12, H13, H14, H15	H1, H4, H6, H12, H13, H14	H3, H4, H5, H7, H8, H9, H10, H12, H13, H14	
<b>COMPONENT</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of</li> <li>• The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics</li> <li>• Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	5%	10%	25%	<b>40</b>
	<ul style="list-style-type: none"> <li>• Skills in:</li> <li>• Planning and conducting first-hand investigations</li> <li>• Gathering and processing first-hand data</li> <li>• Gathering and processing relevant information from secondary sources.</li> </ul>	15%	10%	5%	<b>30</b>
	<ul style="list-style-type: none"> <li>• Skills in:</li> <li>• Communicating information and understanding</li> <li>• Developing scientific thinking and problem-solving techniques</li> <li>• Working individually and in teams</li> </ul>	10%	10%	10%	<b>30</b>
	<b>Weightings</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 Preliminary Course

# Society and Culture

**Course Outcomes & Objective:**

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/society-culture-st6-syl-from2015.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/society-culture-st6-syl-from2015.pdf)

**Assessment:**

	Task 1	Task 2	Task 3	Weighting
<b>Topic/s</b>	Depth Study: Society and Cultural World	Depth Study: Society and Cultural World  Depth Study: Personal and Cultural World	Depth Study: Intercultural Communication	
<b>Task Type</b>	Research Task	Preliminary Exit Exam	Oral Presentation	
<b>Due Date</b>	Term 4 Week 9 2017	Term 1 Week 10 2018	Term 1 Week 5 2018	
<b>Outcomes Assessed</b>	P1, P3, P9, P10	P1, P2, P3, P5, P6, P8, P9, P10	P1, P2, P3, P4, P7, P8, P9, P10	
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	15	15	20
	<b>Methodologies</b>	10	10	10
	<b>Communication in a variety of forms</b>	5	5	10
	<b>Marks</b>	30	30	40



# Society and Culture

## Course Outcomes & Objective:

Outcomes and Objectives for Preliminary and HSC can be found on page 11 of the following link:

[https://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/society-culture-st6-syl-from2015.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/society-culture-st6-syl-from2015.pdf)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Core: Personal Interest Project	Depth Study: Popular Culture	Core: Social and Cultural Continuity and Change  Depth Study: Popular Culture		
<b>Task Type</b>	Personal Interest Progress Report	Research and Report	Trial HSC Exam		
<b>Due Date</b>	Term 2 Week 6 2018	Term 3 Week 5 2018	Term 3 Week 7 2018		
<b>Outcomes Assessed</b>	H1, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H5, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9, H10		
<b>COMPONENT</b>	<b>Knowledge and understanding of content</b>	15	20	15	
	<b>Methodologies</b>	10	10	10	
	<b>Communication in a variety of forms</b>	5	10	5	
	<b>Marks</b>	30	40	30	<b>100</b>





Lake Munmorah High School  
2018 Assessment Schedule  
3+3 Preliminary Course

# Sport, Lifestyle and Recreation

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/sport-lifestyle-recreation.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/sport-lifestyle-recreation.html)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Individual Games and Sports Application <b>Netball/Basketball</b>	Fitness Choices	All Topics		
<b>Task Type</b>	Quiz/Exam	Practical Application Written Assignment	Ongoing participation in lessons		
<b>Due Date</b>	Wk 2 T1	Wk7 T1	ONGOING		
<b>Outcomes Assessed</b>	3.1	3.2, 3.3	4.4		
<b>COMPONENT</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>Knowledge and understanding of the principles and processes impacting on the realisation of movement potential</li> <li>The ability to analyse and implement strategies that promote health, physical activity and enhanced performance</li> <li>A capacity to influence the participation and performance of self and others</li> <li>A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential</li> </ul>	25	25	50	100
<b>Marks</b>	25	25	50	100	



# Sport, Lifestyle and Recreation

## Course Outcomes:

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/sport-lifestyle-recreation.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/sport-lifestyle-recreation.html)

## Assessment:

	Task 1	Task 2	Task 3	Weighting	
<b>Topic/s</b>	Outdoor Recreation	Games Applications II Volleyball/ Badminton	All Topics		
<b>Task Type</b>	Research Task	Quiz/ Examination	Participation in practical lessons		
<b>Due Date</b>	Wk 9 T2	Wk6 T3	Ongoing		
<b>Outcomes Assessed</b>	1.3, 2.3	4.1	1.1, 4.2		
<b>COMPONENT</b>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the factors that influence health and participation in physical activity</li> <li>▪ Knowledge and understanding of the principles and processes impacting on the realisation of movement potential</li> <li>▪ The ability to analyse and implement strategies that promote health, physical activity and enhanced performance</li> <li>▪ A capacity to influence the participation and performance of self and others</li> <li>▪ A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential</li> </ul>	25	25	50	100
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>	



**Lake Munmorah High School**  
**2018 Assessment Schedule**  
**3+3 Preliminary Course**  
**Visual Arts**

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/visual-arts-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/visual-arts-st6-syl.pdf)

**Assessment:**

	Task 1	Task 2	Task 3	Task 4	Weighting
<b>Topic/s</b>	Artmaking Portfolio	Research Task	Artmaking Portfolio	Preliminary Exit Exam	
<b>Task Type</b>	Artmaking tasks + Visual Art Process Diary	Research task responding to case studies	Artmaking tasks + Visual Art Process Diary	Formal examination	
<b>Due Date</b>	Term 4 Week 10 2017	Term 1 Week 4 2018	Term 1 Week 10 2018	Term 1 Week 10 2018	
<b>Outcomes Assessed</b>	P1 – P6	P7 – P10	P1 – P6	P7 – P10	
<b>COMPONENT</b>	<b>Making</b>	25	25		<b>50</b>
	<b>Critical &amp; Historical</b>		25	25	<b>50</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



Lake Munmorah High School  
2018 Assessment Schedule  
3+3 HSC Course

# Visual Arts

**Course Outcomes:**

Outcomes and Objectives for Preliminary and HSC can be found on pages 11-12 of the following link:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/visual-arts-st6-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/visual-arts-st6-syl.pdf)

**Assessment:**

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
<b>Topic/s</b>	Body of Work progress	Research Task	Body of work progress	Trial HSC Examination	Body of work progress	
<b>Task Type</b>	Visual Art Process Diary + Body of Work	Research task responding to case studies	Visual Art Process Diary + Body of Work	Formal exam	Visual Art Process Diary + Body of Work	
<b>Due Date</b>	Term 2 Week 4 2018	Term 2 Week 9 2018	Term 2 Week 10 2018	Term 3 Week 6 2018	Term 3 Week 5 2018	
<b>Outcomes Assessed</b>	H1 – H6	H7 – H10	H1 – H6	H7 – H10	H1 – H6	
<b>COMPONENT</b>	<b>Making</b>	10	15		25	<b>50</b>
	<b>Critical &amp; Historical</b>		25		25	<b>50</b>
<b>Marks</b>	<b>10</b>	<b>25</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>100</b>

School Name: Lake Munmorah High

Student Competency Assessment Schedule

COURSE: 240 Hour Compressed Curriculum Delivery – Business Services

2018

Assessment Events for Certificate II in Business Services BSB20115		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
		Prepared for work	Working Effectively	Communicating in the workplace	Financial Innovation	Working well with others	Working effectively and sustainably
		Week: 9 Term: 4 (2017)	Week: 7 Term: 1	Week: 1 Term: 2	Week: 5 Term: 2	Week: 10 Term: 2	Week: 4 Term: 3
Code	Unit of Competency						
BSBWS201	Contribute to the health and safety of others	X					
BSBWOR204	Use business technology	X					
BSBITU201	Produce simple word processed documents		X				
BSBITU202	Create and use spreadsheets		X				
BSBINM201	Process and maintain workplace information		X				
BSBCM201	Communicate in the workplace			X			
BSBCUS201	Deliver a service to customers			X			
TLIP2029	Prepare and process financial documents				X		
BSINN201	Contribute to workplace innovation				X		
BSBIND201	Work effectively in a business environment					X	
BSBWOR203	Work effectively with others					X	
BSBWOR202	Organise and complete daily work activities					X	
BSBSUS201	Participate in environmentally sustainable work practices						X
BSBITU307	Develop keyboarding speed and accuracy						X

*BOSTES EXAMS	
Prelim Exams	HSC Mid-Course Exams
Week: 10 Term: 1	Week: 7 Term: 3
HSC Examinable Units of Competency	HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business Services BSB20115 or a Statement of Attainment towards Certificate II in Business Services BSB20115

Schools may schedule exam items in preparation for the HSC exam however, 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.

**School Name: Lake Munmorah High**
**Student Competency Assessment Schedule**
**Course: Construction - 240 hour Compressed Curriculum Delivery**
**2018**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
		Safety	Organise to communicate	Reading plans and calculating	Formwork	Level a simple slab	Assemble for off-site manufacture
		Week: 6 Term: 1	Week: 1 Term: 2	Week: 9 Term: 2	Week: 1 Term: 3	Week: 10 Term: 3	Week: 8 Term: 4
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					
CPCCCM1013A	Plan and <u>organise</u> work		X				
CPCCCM1014A	Conduct workplace communication		X				
CPCCCM2001A	Read and interpret plans and specifications			X			
CPCCCM1015A	Carry out measurements and calculations			X			
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground				X		
CPCCCA2011A	Handle carpentry materials				X		
CPCCCM2006B	Apply basic leveling procedures					X	
CPCCC02013A	Carry out concreting to simple forms					X	
CPCCCM2005B	Use construction tools and equipment					X	
CPCCJN2001A	Assemble Components						X
CPCCJN2002B	Prepare for off-site manufacturing process						X

Half Yearly Examination	Trial HSC Examination
Week: 10 Term: 1	Week: 7 Term: 3

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

**Schools will 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.

**School Name:** Lake Munmorah High School

**Student Competency Assessment Schedule**

**Course: Hospitality – Food and Beverage Stream 245 Hours Compressed Curriculum Delivery**

**2018**

Assessment tasks for Certificate II in Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F	Half Yearly Exam Week: 10 Term: 1	Trial HSC Exam Week: 7 Term: 3
		Getting ready for work Week: 9 Term: 4	Practical café skills Week: 5 Term: 1	Working relationships Week: 8 Term: 1	Safe, clean & skilled Week: 5 Term: 2	Restaurant service Week: 6 Term: 3	Working in Hospitality Week: 5 Term: 3		
		Code	Unit of Competency						
SITXFSA001	Use hygienic practices for food safety	X						HSC Examinable Units of Competency	HSC Examinable Units of Competency
SITXWHS001	Participate in safe work practices	X							
SITHFAB005	Prepare and serve espresso coffee		X						
SITHCCC003	Prepare and present sandwiches		X						
SITHFAB004	Prepare and serve non-alcoholic beverages		X						
BSBWOR203	Work effectively with others			X					
SITXCOM002	Show social and cultural sensitivity			X					
SITXFSA002	Participate in safe food handling practices				X				
SITHCCC001	Use food preparation equipment				X				
SITHFAB007	Serve food and beverage					X			
SITXCCS003	Interact with customers					X			
SITHIND003	Use hospitality skills effectively					X			
SITHIND002	Source and use information on the hospitality industry						X		
BSBSUS201	Participate in environmentally sustainable work practices						X		
SITXCOM001	Source and present information						X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Hospitality SIT20316 or a Statement of Attainment towards Certificate II Hospitality SIT20316.

**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.

School Name: Lake Munmorah High  
 Course: Sport Coaching 240 Hour Compressed Curriculum Delivery

Student Competency Assessment Schedule  
 2018

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F	Cluster G	Cluster H	Cluster I
		Getting Organised	Tournament Time	Coaching Principles	Injury Prevention	First Aid	Communication in Sport	Motor Skills	Sport Industry Knowledge	Elective Group Netball
		Week 7 Term 4	Week 10 Term 4	Week 2 Term 1	Week 5 Term 1	Week 8 Term 1	Week 3 Term 2	Week 7 Term 2	Week 10 Term 2	Week 6 Term 3
Code	Unit of Competency									
BSBWOR202A	Organise and complete daily work activities	X								
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		X							
SISXWHS101	Follow work health and safety policies		X							
SISSSCO101	Develop and update knowledge of coaching practices			X						
ICPMM263C	Access and use the Internet			X						
SISSSPT303A	Conduct basic warm-up and cool down programs				X					
SISSSPT201A	Implement sports injury prevention				X					
HLTAID003	Provide first aid – must be outsourced					Credit Transfer				
SISSSDE201	Communicate effectively with others in a sport environment						X			
SISSSOF101	Develop and update officiating knowledge						X			
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills							X		
SISXCAI101A	Provide equipment for activities							X		
SISXIND211	Develop and update sport, fitness and recreation industry knowledge								X	
SISSNTB204A	Teach foundation netball skills									X
SISSNTB203A	Participate in conditioning for netball									X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching SIS20513 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained & 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.





## My Assessment Schedule Student to fill in their own Assessment Tasks

### 3+3 Preliminary ASSESSMENT CALENDAR

3+3 Prelim	Term 4 2017	Term 1 2017
Week 1		
Week 2		Work Placement
Week 3		Work Placement
Week 4		
Week 5		
Week 6	Start Preliminary 3+3	
Week 7		
Week 8		
Week 9		Work Placement
Week 10		Preliminary Exit Examinations
Week 11		Start HSC 3+3



## My Assessment Schedule Student to fill in their own Assessment Tasks

### 3+3 Preliminary ASSESSMENT CALENDAR

<b>3+3 HSC</b>	Term 2 2017	Term 3 2017	Term 4 2017
Week 1		Work Placement	
Week 2		Work Placement	HSC Examinations
Week 3			
Week 4			
Week 5			
Week 6		Trial HSC Examinations	
Week 7			
Week 8			
Week 9			
Week 10			

## STUDENT ASSESSMENT INFORMATION

**If any assessment task is missed, is overdue or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process MUST be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. Any decision made outside of this process is invalid and unfair.**

### **Illness/Misadventure Appeals**

If you cannot attend school on the day of an assessment task to submit it or perform the task in person because of a 'valid' reason (illness or misadventure) you **must** do the following:

1. **Ring the school on the day** let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school.
3. **Complete the Illness/ Misadventure Appeal form** filling in all details, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counsellor or police officer. (In the case of illness, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
4. **Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** On the day of your return, discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
5. **The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the Principal.** He/she signs a medical certificate and notes it on the form.
6. **The Deputy Principal(s) and Principal meet** to discuss all appeals.
7. **Head Teachers will be notified of the decision by the Principal. Students will be notified of the result of their appeal by the Head Teacher/ Classroom Teacher.** A copy of all appeal documentation is made by office staff and retained in the student's file.
8. In the case of an unsuccessful appeal, **the Classroom Teacher will notify the parents in writing of the zero mark.** If successful, the completed assessment task will be marked as usual and the mark will stand. If a student is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a mark for that task in line with other proven performances.

Remember that if you do not complete or submit an assessment task on the due date and your appeal is unsuccessful, you will receive zero marks for the task and you will be seen as not satisfying the course completion criteria for the value and nature of that assessment task.

**NO APPEAL FORM = ZERO MARKS. The task must still be completed.**

If you fail to complete tasks which contribute 50% or more of the available marks you will receive a 'U' award for that course and the course will not appear on your Record Achievement or count towards your HSC. This may make you ineligible for the achievement of either or both testamurs.

If any assessment task is missed, is overdue or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process **MUST** be followed. Any student in these circumstances receives a ZERO mark until proven otherwise. YOU HAVE **ONE WEEK** FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL

## **A Glossary of Key Words**

This glossary contains key words that appear frequently in Board of Studies, Teaching and Educational Standards syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

**Account**

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse**

Identify components and the relationship between them; draw out and relate implications

**Apply**

Use, utilise, employ in a particular situation

**Appreciate**

Make a judgement about the value of

**Assess**

Make a judgement of value, quality, outcomes, results or size

**Calculate**

Ascertain/determine from given facts, figures or information

**Clarify**

Make clear or plain

**Classify**

Arrange or include in classes/categories

**Compare**

Show how things are similar or different

**Construct**

Make; build; put together items or arguments

**Contrast**

Show how things are different or opposite

**Critically (analyse/evaluate)**

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce**

Draw conclusions

**Define**

State meaning and identify essential qualities

**Demonstrate**

Show by example

**Describe**

Provide characteristics and features

**Discuss**

Identify issues and provide points for and/or against

**Distinguish**

Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**

Make a judgement based on criteria; determine the value of

**Examine**

Inquire into

**Explain**

Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract**

Choose relevant and/or appropriate details

**Extrapolate**

Infer from what is known

**Identify**

Recognise and name

**Interpret**

Draw meaning from

**Investigate**

Plan, inquire into and draw conclusions about

**Justify**

Support an argument or conclusion

**Outline**

Sketch in general terms; indicate the main features of

**Predict**

Suggest what may happen based on available information

**Propose**

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall**

Present remembered ideas, facts or experiences

**Recommend**

Provide reasons in favour

**Recount**

Retell a series of events

**Summarise**

Express, concisely, the relevant details

**Synthesise**

Putting together various elements to make a whole