



# Kellyville High School

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**Learning** | **Excellence** | **Integrity**

## HSC Course Assessment Booklet

2012/2013

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

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This Assessment Booklet is also available on the school's website.

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# Welcome to Year 12

## HSC Course

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### Introduction

This assessment book for the HSC Course is provided to:

- assist students in understanding the place of assessment in their Higher School Certificate credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

Students are referred for other details to the booklet *Studying for the NSW Higher School Certificate*, which was issued before entry to Year 11, and to the Board of Studies website:

[www.boardofstudies.nsw.edu.au/manuals/index.html](http://www.boardofstudies.nsw.edu.au/manuals/index.html)

It is **our** responsibility to provide you with these guidelines and explain them to you.  
It is **your** responsibility to read and ensure that you understand them.

Ms J. Barnier  
*Principal*

### A. Board of Studies Requirements

Full details may be obtained from the Board of Studies website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

This site will also allow you to access full copies of each syllabus and lists of prescribed texts and specifications for each course. In order for you to qualify for a HSC, the Principal must certify to the Board of Studies that you have:

1. satisfactorily completed a pattern of courses which meets the Board's requirements.
2. completed the requirements for each course, including any necessary practical or project work, or work placements
3. completed tasks designed by your school for the internal assessment program in each HSC course
4. sat for, and made a genuine attempt at the required Higher School Certificate examinations.

#### ***Pattern of Study***

The HSC course must include at least **10 units** of study composed of:

- at least 6 units of Board Developed courses (i.e. courses with an external HSC examination)
- at least 2 units of a Board Developed course in English
- at least 3 courses of a 2 unit value or greater (either Board Developed or Board Endorsed courses)
- at least 4 subjects (including English)
- at most 6 units of Science can count towards the HSC

The Preliminary component of a course must be completed before commencing the HSC component.

## ***Satisfactory Course Completion***

- I. To complete a course satisfactorily, you must fulfil all requirements of the syllabus e.g. assignments, practical work and participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for the course.
- II. The Principal must be satisfied that there is sufficient evidence that you have:
  - a) followed the course developed or endorsed by the Board
  - b) applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school
  - c) achieved some or all of the outcomes

## ***N Determinations***

If the Principal determines that the above course requirements have not been met, you will be given written warning in sufficient time to correct any problems regarding satisfactory completion of course requirements.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will deem that the student has not met the requirements for the course.

You have the right to appeal to the school and then to the Board against the Principal's N-Award determination. The Principal will advise you of this right and explain the appeal process. Where it is determined that you have not satisfactorily completed a course, you will receive no results from the Board in that course. Until you receive results in 12 Preliminary and 10 HSC units you will not be eligible for the award of a Higher School Certificate.

Two or more N-Award warning letters in any one subject **regardless** of whether the work has been caught up or not can lead to an N-Award determination by the Principal. Do not let this be you.

## **B. School Assessment Policy and Procedures**

### ***What is the assessment for?***

The award of the Higher School Certificate involves a combination of external examinations, and school-based assessment in all subject areas. Both school and external exam marks will appear on your Record of School Achievement. In most Board Developed HSC Courses, school-based assessment counts for 50% of your overall mark. Marks are submitted to the Board of Studies and are reported on your Higher School Certificate.

*(VET and Life Skills courses have different requirements.)*

School-based assessment tasks are designed to measure performance in a wider range of outcomes than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. **VET courses** are assessed on your competency in performing work-related tasks. This assessment counts towards your VET qualification but not towards an HSC mark.

The assessment requirements for each Board Developed Course are set out in each syllabus. Syllabuses and other Board publications including past examination papers, specimen papers and "Notes from the Marking Centre" can be found at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

At the end of the Higher School Certificate examinations, you can obtain your rank order in each course you have studied based on school assessments, via Students Online or from your school. If you feel that your rank in any course is not correct, you may apply to the school Principal for a review. The review can only address any clerical or process errors which may have led to your assessment being incorrectly entered. A request for review cannot be based on questioning the professional judgements of the teachers in marking your work.

## ***Rights and Responsibilities***

*The school is responsible for providing:*

- set tasks which will measure your performance in each component of the course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination on time
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- we must also keep records of your performance in these tasks

*As a student, you are responsible for:*

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- in the case of VET students, ensure you are properly equipped and dressed.

## **C. Assessment Policy**

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Kellyville High School.

### **A. SATISFACTORY COMPLETION OF A COURSE**

#### ***COURSE COMPLETION CRITERIA***

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

- followed** the course developed or endorsed by the Board; and
- applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved** some or all of the course outcomes

For the satisfactory completion of a course, the Board of Studies does not mandate attendance requirement. As a guide, however, student attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal.

If at any time it appears that a student is at risk of receiving an 'N' determination - this is a non successful completion of course, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected.

Periodically, each student's progress will be monitored by their Year Adviser, Subject Head Teacher and the Deputy Principal. Students who are in danger of receiving an N-Award determination will be interviewed, if possible, and a note sent home informing parents/guardians of their child's status.

Students who have not complied with the above requirements and have received **at least two (2) written warnings** may be regarded as not having satisfactorily completed the course. The Principal will then apply the N-Award determination.

## **B. DUE DATES**

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is: **the period in which the subject occurs**. However when the same task is set for classes on different lines a common set time will be established.

## **C. ATTENDANCE**

On the day of a task it is expected that all students are present from the beginning of day, in line with school policy. If a student is not present, a completed **Stage 6 'Illness/Misadventure' form** with a medical certificate, or other appropriate documentation will be required if there is an assessment task due. Illness and Misadventure forms can be copied from this book, the school website or from the Deputy Principal.

## **D. LATE SUBMISSION OF ASSESSMENT TASK**

The precise due date for an Assessment Task will be provided by your classroom teacher, at least **TEN (10)** school days before it is due.

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark**.

- If you receive a ZERO you may lodge a request for *Review of Assessment* to the Deputy Principal. Forms are available from the Deputy Principal. The responsibility for this rests with the student.
- An extension of time for the submission of an assessment task will be granted in exceptional circumstances only **AT THE DISCRETION OF THE PRINCIPAL**.

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the award of Higher School Certificate.

## **E. EXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In cases where a student has been genuinely sick on the day of an Assessment Task, where that task is to be done at school or submitted, a Doctor's Certificate must be sighted by the relevant HEAD TEACHER on the day the student returns to school. In such cases a different Assessment Task on the same topic may be set. The student will be required to collect and **Stage 6 "Illness / Misadventure" Form** from the Deputy Principal and **returned within two days of returning to school** for the appeal to progress.
- In rare cases, such as an extended illness, an estimate may be given for an Assessment Task. Again, the circumstances should be presented to the Deputy Principal on the appropriate form.
- Absences that extend over a holiday period will incur an estimate.

## **F. UNEXPLAINED ABSENCES FOR ASSESSMENT TASKS**

- In all cases and for all students, any unexplained absence from an assessment task will result in a **ZERO MARK** being awarded for that task.

## **G. FAILURE TO COMPLETE NON-ASSESSMENT TASKS**

- To satisfy the requirements for the award of the Higher School Certificate, students must have satisfactorily completed the course.
- At the discretion of the Principal, failure to complete course work will result in the withdrawal of a student from the Higher School Certificate.

## **H. REVIEW OF ASSESSMENTS**

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance, which are not covered by the rules above. This request for review must be submitted in writing to the **Deputy Principal**, who will consult with the Head Teacher and Year Adviser. Documentary evidence is usually required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the School Principal. The School will review the grade you have been given and advise you of the result of the review. The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

Your application for a review/appeal should show that your grade in the course is not consistent with the reports given to you throughout the year by the school.

## **I. COVER SHEET**

All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures..

**SAMPLE: ASSESSMENT TASK COVER SHEET**



**KELLYVILLE HIGH SCHOOL**

*Learning*

*Excellence*

*Integrity*

**COURSE & SUBJECT**

**TASK:**

This section gives you the details of the task and the due date

**DATE DUE:**

if the task is not submitted by the due date you will receive zero – see the school's assessment policy

**IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:**

- 

This section tells you how the task will be assessed

**OUTCOMES TO BE ASSESSED:**

- 

Outcomes from the syllabus related to the task listed here

***The completed task is to be handed in with this cover sheet***

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE SUBMITTED:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY**

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or materials of other people in my work or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources task or its

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

**RECEIPT**  
*(Retained by Student)*

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____/____/____	DATE SUBMITTED	____/____/____
RECEIVED BY	_____	SIGNED	_____

## D. Academic Integrity Policy

The Board of Studies has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving zero marks and may jeopardise your HSC results.

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

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

All students are required to complete and be signed off on the Board of Studies online course "All My Own Work" before proceeding with HSC courses.

## E. Disability Provisions

The Board of Studies makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions. These may include additional time, separate supervision or even a reader and/or writer. Extensive medical evidence is required for such provisions and the earlier you apply the better. Forms can be obtained from the Head Teacher Administration (Students).

## F. Procedures for Illness/Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **immediately** if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate **immediately upon their return to school**.

Following the submission of a Doctors / Medical Certificate the student will be required to collect a **Stage 6 'Illness/Misadventure' Form** from the Deputy Principal. This form must be completed and returned to the Deputy Principal **within two days of returning to school** for the appeals process to progress.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and Head Teacher. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.



If an **examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. It is the responsibility of the student to organise this with the Subject Head Teacher in consultation with the Deputy Principal and the Examinations Officer.





# KELLYVILLE HIGH SCHOOL

*"A dynamic academic environment where the teachers care about the students' learning and about them as individuals"*

## Stage 6

### Appeal Due to Illness/ Misadventure at the time of Assessment or Examination.

Full Name: \_\_\_\_\_ Roll Class: \_\_\_\_\_

Student Number: \_\_\_\_\_

Date Submitted: \_\_\_\_\_ DP signature: \_\_\_\_\_

#### IMPORTANT

- Only list here the assessments and/ or examinations you are appealing.

Assessment/ Examination	Examination or submission date

#### Student Appeal

- I have carefully read the information on this form.
- I consider that my assessment or examination performance was affected by illness or misadventure which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true.

Student signature  Date

Parent signature  Date

#### ***If this appeal is lodged on behalf of a student, please print:***

Name of person lodging appeal: \_\_\_\_\_

Reason the student is not lodging the appeal: \_\_\_\_\_

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

**Please complete the information required over the page and return form to Deputy Principal**

**The person completing these sections must not be related to the student.**

Kellyville High School advises that students should attend examinations and hand in assessment tasks on the due date unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice immediately.

**Appeal due to illness**

Independent evidence of illness: to be completed by medical practitioner

Diagnosis of medical condition: \_\_\_\_\_

Date of onset of illness: \_\_\_\_\_

Date(s) and time(s) of all consultations/ meetings relating to this illness: \_\_\_\_\_

Please describe how the student's condition/ symptoms could affect their examination performance/ or assessment.

Any other comments or information which may assist in the assessment of the student's appeal. \_\_\_\_\_

*Please note that any fee for providing this report is the responsibility of the student.*

Name of doctor: \_\_\_\_\_

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appeal due to misadventure** (funeral, car accident, witness to an accident etc)

Independent evidence of misadventure: to be completed by a relevant person such as a police officer or counsellor

Date of misadventure event: \_\_\_\_\_

Were you a witness to the event? Yes/ No

If No, how did you obtain the evidence you are providing? \_\_\_\_\_

Are you known to the student? Yes/ No If Yes, nature of relationship: \_\_\_\_\_

Description of event: \_\_\_\_\_

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

Profession: \_\_\_\_\_ Place of work/ organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Contact phone number: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**RETURN THIS FORM TO THE DEPUTY PRINCIPAL**

**To be completed by the Student**

Task/ Examination: \_\_\_\_\_

Task/ Examination Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

**To be completed by the Deputy Principal**

Doctor's Certificate received: Yes/ No      Date received: \_\_\_\_\_

**Outcome**

**Approved/ Declined**

- Estimate required
- New date for assessment/ examination required \_\_\_\_\_
- Other \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

Deputy Principal's signature: \_\_\_\_\_

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

**Outcome forwarded to:**

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**To be retained by the student**

**Assessment/ Examination Illness/ Misadventure appeal acknowledgement**

Student's name: \_\_\_\_\_ Student no: \_\_\_\_\_

**Approved/ Declined**

I acknowledge receipt of your Assessment/ Examination Illness/ Misadventure Appeal.

- Estimate required
- New date for assessment/ examination required \_\_\_\_\_
- Other \_\_\_\_\_

Deputy Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

***You should keep this acknowledgement.  
Your classroom teacher will have more information about the outcome.***

## **G. Appeals**

Any complaint relating to the marking of a task can only be considered at the time the task result is given out. The process to follow is:

- discuss first with the teacher – request a review of the mark
- if not satisfied, discuss with the Head Teacher
- if still not satisfied, see the Deputy Principal
- if still not satisfied, see the Principal.

## **H. Assessment Rankings**

At the end of the Higher School Certificate examinations, you can obtain your rank order in each course you have studied based on school assessments via Students Online or from your school. Schools cannot give out assessment marks to students. If you feel that your rank in any course is not correct, you may apply to the Principal for a review. This does not involve re-marking.



# KELLYVILLE HIGH SCHOOL

*Learning Excellence Integrity  
Respect Responsibility Friendship Fairness*

## REQUEST FOR REVIEW OF ASSESSMENT

NAME: ..... CLASS: .....

SUBJECT: .....

TASK: .....

DUE DATE: .....

REASON FOR REVIEW:

.....  
.....  
.....  
.....

SUPPORTING EVIDENCE:

.....  
.....  
.....  
.....  
.....  
.....

APPROVED / DISAPPROVED

COMMENT:

.....  
.....

DEPUTY PRINCIPAL: ..... DATE .....

## N-Award Flowchart

This process is to be followed for each course for the School Certificate, Preliminary or Higher School Certificate. This flowchart is designed to assist students and teachers to understand the process.

Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Parental contact may be appropriate before a 1 <sup>st</sup> N-award letter: <ul style="list-style-type: none"> <li>letter of concern</li> <li>or</li> <li>phone call</li> </ul> ⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/ textbook work</li> <li>or</li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>

*or*

**1<sup>st</sup>  
Event**

Assessment Task not completed on time	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>accepting work submitted late</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>
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*or*

Non serious attempt	⇒ 1 <sup>st</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>or</li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>phone call home from teacher in consultation with HT</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>
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Continual consultation to occur between Teacher and Head Teacher



Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> <li>or</li> <li>providing alternative tasks</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>

or

Task not completed on time	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>
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2<sup>nd</sup>  
Event

or

Non serious attempt	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task</li> <li>or</li> <li>providing alternative task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>
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or

1 <sup>st</sup> N-Award letter not actioned	⇒ 2 <sup>nd</sup> N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>discussion with Head Teacher</li> <li>phone call home from Head Teacher</li> <li>review of student progress by HT Admin (wk 5 &amp; 10 of term)</li> </ul>
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Referral/consultation with Deputy Principal to initiate joint monitoring processes before the 3<sup>rd</sup> letter.



Student Concern	Intervention(s)	Support provided for student
Classwork not done	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing copies of tasks/classwork/textbook work</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>arranging time to work with students</li> <li>providing alternative tasks</li> </ul>

or

Task not completed on time	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
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or

Non serious attempt	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>reissuing assessment task <i>or</i> providing alternative task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>discussing requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> <li>organising an alternative time to complete task</li> </ul>
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or

Previous N-Award letter(s) not actioned	⇒ Immediate referral to Head Teacher <i>and</i> Next N-Award letter	will involve: <ul style="list-style-type: none"> <li>attaching copy of assessment task/tasks/classwork/textbook work</li> <li>issuing final date for submission of task</li> <li>discussion with Head Teacher/Deputy Principal/ Review Panel/Principal</li> <li>phone call home from Head Teacher/Deputy Principal/ Review Panel/Principal</li> </ul> and may also include: <ul style="list-style-type: none"> <li>providing direction on location of resources</li> <li>discussion requirements of task with students</li> <li>seeking student acknowledgement of task expectations</li> </ul>
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Parent Interview

**3<sup>rd</sup> or subsequent Event**

## **SUPPORT: A GLOSSARY OF KEY WORDS**

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

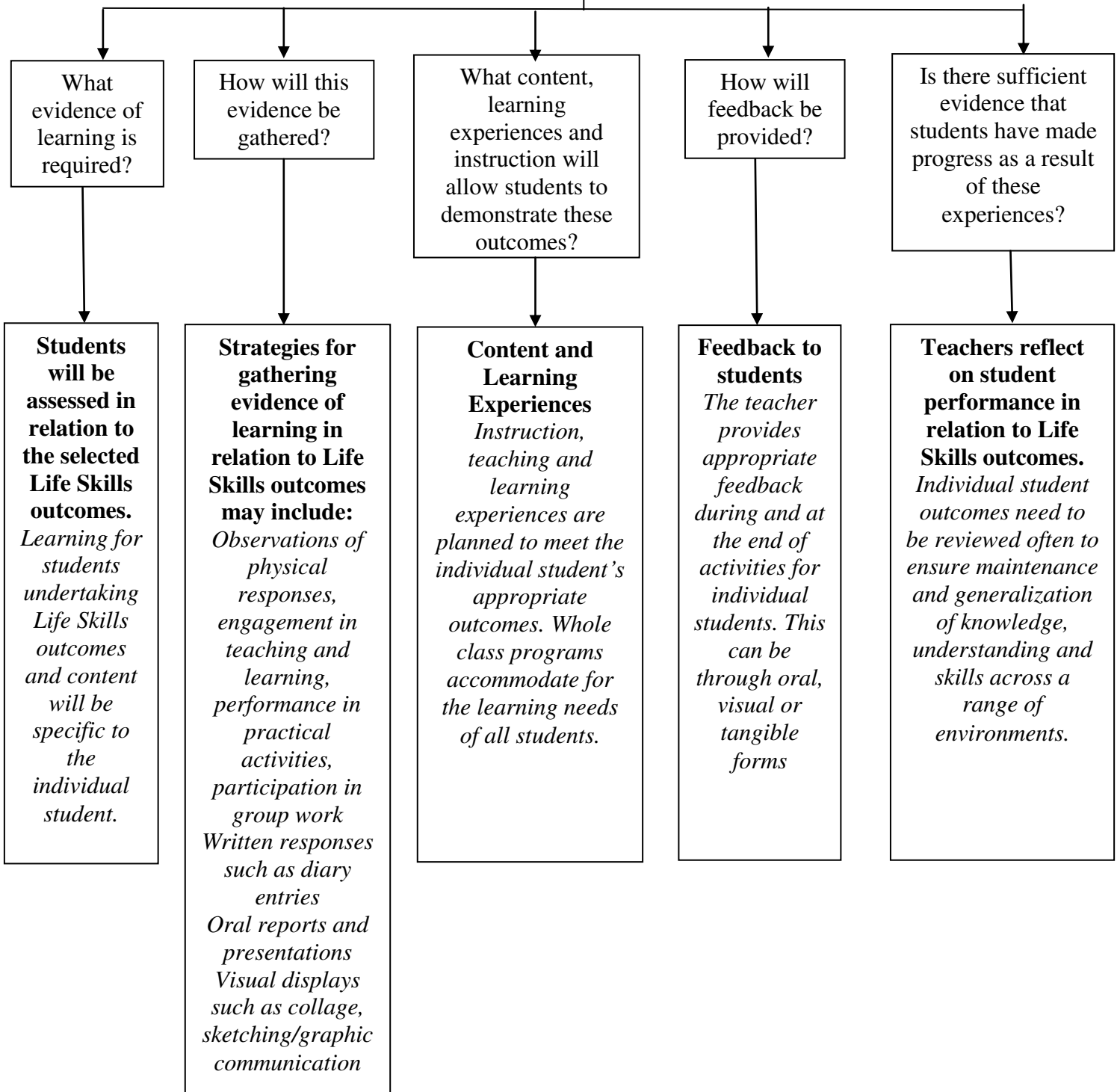
## INCLUSIVE EDUCATION FACULTY: LIFE SKILLS ASSESSMENT

### Inclusive Education Faculty

*Each student undertaking a Life Skills course will study selected outcomes and content.*

### OUTCOMES

*The selection of Life Skills outcomes is informed by collaborative curriculum planning (Individual Education Plan) for each individual student*



## Assessment Schedules

The assessment schedules provided to you by your classroom teacher indicate the major components in each course. It is recommended that you go through your schedules and draw up a calendar of task due dates to assist in planning your time. Dates are indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

Dates may change due to unforeseen circumstances.

***In this instance, as much notice as possible will be given of the new date.***

The Assessment Policy rules about lateness will be applied to all of these tasks.

Following the compulsory English (Advanced or Standard) course, courses/subjects follow in alphabetical order.

*Notes:*

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in gauging the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

## ENGLISH ADVANCED

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Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Area of Study	Writing, Speaking	1,2,3,6,8,9,12,13	25%	Term 4 Week 8
2	Half Yearly Exam	Reading, Writing	1,2,2A,4,6,7,10,11	10%	Term 1 Week 6 and 7
3	Critical Study	Viewing & Representing	1,3,4,6,7,8	15%	Term 1 Weeks 10
4	Comparative Study	Listening	1,2,2A,5,10,12A	15%	Term 2 Week 5
5	Trial HSC	Reading, Writing	1,2,2A,3,4,6,7,8,10,11,12	15%	Term 2 Week 8 and 9
6	Representing & Text	Reading, Writing	2A,3,4,5,7,8,9	20%	Term 3 Weeks 4

### A student:

1. A student explains and evaluates the effects of different contexts of responders and composers on texts.
2. A student explains relationships among texts.
- 2A. A student recognises different ways in which particular texts are valued.
3. A student develops language relevant to the study of English.
4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.
5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values, for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student evaluates the effectiveness of a range of processes and technologies for various learning purposes including the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes, audiences and contexts.
11. A student draws upon the imagination to transform experience and ideas into text demonstrating control of language.
12. A student reflects on own processes of responding and composing.
- 12A. A student explains and evaluates different ways of responding to and composing text.
13. A student reflects on own processes of learning.

## ENGLISH STANDARD

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Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Area of Study	Writing, Speaking	1,2,6,8,9,12,13	25%	Term 4 Week 8
2	Half Yearly Exam	Reading, Writing	1,2,3,4,6,8,10,11,12	10%	Term 1 Weeks 6 and 7
3	Experience Through Language	Viewing & Representing	2,3,4,7,10,13	15%	Term 1 Week 10
4	Close Study of Text	Listening	1,3,4,5,6,7,10	15%	Term 2 Week 5
5	Trial HSC	Reading, Writing	1,2,3,4,6,8,10,11,12	15%	Term 2 Weeks 8 and 9
6	Texts and Society	Reading, Writing	1,2,5,8,9,10	20%	Term 3 Week 4

### A student:

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student demonstrates understanding of the relationships among texts.
3. A student develops language relevant to the study of English.
4. A student describes and analyses the ways that language forms and features, and structures of texts shape meaning and influence responses.
5. A student analyses the effect of technology and medium on meaning.
6. A student engages with the details of text in order to respond critically and personally.
7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.
8. A student articulates and represents own ideas in critical, interpretive and imaginative texts from a range of perspectives.
9. A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.
10. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
11. A student draws upon the imagination to transform experience and ideas into text, demonstrating control of language.
12. A student reflects on own processes of responding and composing.
13. A student reflects on own processes of learning.

## ANCIENT HISTORY

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Sparta: Research and Source Task	Ancient and Modern Sources on Sparta.	3.1 3.2 3.3	10	Term 4 Week 9
2	Half yearly exam	Ancient Society: Sparta. Historical Era: NKE Too Thutmose IV: Internal	1.1 2.1 3.1 4.1 4.2	15	Term 1, Week 6-7
3	Hatshepsut: Research Essay	Evaluation of Hatshepsut's reign	1.1 3.4 3.6 4.2	25	Term 2 Week 5
4	Trial Exam	Ancient Society: Sparta Personality: Hatshepsut Historical Era: NKE - Thutmose IV	1.1 2.1 3.4 4.2	25	Term 2, Week 9-10
5	Pompeii and Herculaneum: Research and Source Task.	Pompeii and Herculaneum	1.1 3.5 3.6 4.2	25	Term 3 Week 4

### A student is able to:

- H1.1 describe and assess the significance of key people, groups, events, institutions, societies and sites within the historical context
- H2.1 explain historical factors and assess their significance in contributing to change and continuity in the ancient world
- H3.1 locate, select and organise relevant information from a variety of sources
- H3.2 discuss relevant problems of sources for reconstructing the past
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 analyse issues relating to ownership and custodianship of the past
- H3.6 plan and present the findings of historical investigations, analysing and synthesising information from a range of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate knowledge and understanding of historical features and issues using appropriate oral and written forms

## Applied Mathematics

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Project	Technology and Mathematics	MG1H1.6, MG1H1.9, MG1H1.10	15%	Term 4 (2012) WK 8
2	Half Yearly Exam	Statistics, Algebra Probability, Measurement	MG1H 1.1, MG1H 1.2, MG1H 1.3, MG1H1.4, MG1H 1.5, MG1H1.7, MG1H1.8	20%	Term 1 WK 6 and 7
3	Project	Maths and the Household Finance	MG1H 1.1, MG1H1.6, MG1H1.9	15%	Term 2 WK 3
4	Trial examination	All above topics plus Finance Maths and the Human Body	MG1H 1.1, MG1H 1.2, MG1H 1.3, MG1H1.4, MG1H 1.5, MG1H1.6, MG1H 1.9	30%	Term 2 WK 8 or 9
5	Project	Maths of Personal Resource Usage Maths and Design	MG1H 1.1, MG1H 1.2, MG1H 1.3, MG1H1.4, MG1H 1.5, MG1H1.7, MG1H 1.9	20%	Term 3 WK 7

### A student:

- H1.1 uses mathematics and statistics to evaluate and construct arguments in a range of familiar contexts
- H1.2 analyses representations of data in order to make predictions
- H1.3 makes predictions about everyday situations based on simple mathematical models
- H1.4 analyses simple two-dimensional and three-dimensional models to solve practical problems
- H1.5 interprets the results of measurements and calculations and makes judgements about reasonableness, including conversion to appropriate units
- H1.6 makes informed decisions about financial situations likely to be encountered post-school
- H1.7 develops and carries out simple statistical processes to answer questions posed
- H1.8 solves problems involving uncertainty using basic counting techniques
- H1.9 chooses and uses appropriate technology to organise information from a range of practical and everyday contexts
- H1.10 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others
- H1.VA appreciates the importance of mathematics in everyday life and its usefulness in contributing to society



## BIOLOGY

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Prac Test	Experimental design and analysis	H1, H2, H4, H5, H6, H11-H15	25%	Term 1 Wk 2
2	Half Yearly Exam		H1, H3, H4, H6-H10	20%	Term 2 Wk 8/9
3	Open Ended Investigation (Prac)	Problem solving and reporting	H2, H4, H11-H15	25%	Term 3 Wk 1
4	Trial HSC		H1-H15	30%	As per school date

### A student:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in biology have been tested and validated
- H3 assesses the impact of particular advances in biology on the development of technologies
- H4 assesses the impacts of applications of biology on society and the environment
- H5 identifies possible future directions of biological research
- H6 explains why the biochemical processes that occur in cells are related to macroscopic changes in the organism
- H7 analyses the impact of natural and human processes on biodiversity
- H8 evaluates the impact of human activity on the interactions of organisms and their environment
- H9 describes the mechanism of inheritance in molecular terms
- H10 describes the mechanism of evolution and assesses the impact of human activity on evolution
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science

## BUSINESS STUDIES

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Stimulus Assignment	Operations	H2, H3, H4, H5, H6, H7, H8, H9	15	Term 4, Week 9
2	Half yearly exam	Operations, Human Resources	H1, H2, H3, H4, H5, H6, H7, H8, H9	20	Term 1, Week 6-7
3	Stimulus Assignment	Finance	H2, H5, H6, H8, H10	15	Term 2, Week 4
4	Trial Exam	All Topics	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	30	Term 2, Week 9-10
5	Research Assignment	Marketing	H1, H2, H4, H5, H6, H7, H8, H9	20	Term 3, Week 4

### A student:

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

## CHEMISTRY

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Prac Test	Experimental design and analysis	H7, H9, H10-H14	25%	Term 3 Wk 3
2	Half Yearly Exam		H1-H6, H7, H9, H10-H15	20%	As per school date
3	Open Ended Investigation	Problem solving and reporting	H1, H4, H11-H14	25%	Term 1 Wk 3
4	Trial HSC		H1-H15	30%	As per school date

### A student:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in chemistry have been tested and validated
- H3 assesses the impact of particular advances in chemistry on the development of technologies
- H4 assesses the impacts of applications of chemistry on society and the environment
- H5 describes possible future directions of chemical research
- H6 explains reactions between elements and compounds in terms of atomic structures and periodicity
- H7 describes the chemical basis of energy transformations in chemical reactions
- H8 assesses the range of factors which influence the type and rate of chemical reactions
- H9 describes and predicts reactions involving carbon compounds
- H10 analyses stoichiometric relationships
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitude towards both living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

## COMMUNITY AND FAMILY STUDIES

Task	Task Description	Topic/Unit	Outcomes	Weighting%	Due Date
1	Case Study	Groups in Context	H3.1, H3.2	20%	Term4 Weeks 8 and 9
2	Half Yearly Exam	Groups in Context and Research Methodology	H1.1, H5.1, H3.3	15%	Term 1 Weeks 6 and 7
3	Independent Research Project	Research Methodology	H4.1, H4.2	25%	Term 2 Week 3
4	Trial HSC	Groups in Context, Research Methodology, Individuals and Work, Parenting and Caring	All course outcomes including H2.1, H2.2	20%	Term 2 Weeks 8 and 9
5	In Class Writing Task – extended response	Individuals and Work	H5.2, H6.1	20%	Term 3 Weeks 4 and 5

### A student:

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

H2.1 analyses different approaches to parenting and caring relationships

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

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

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

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

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

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

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

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

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

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

- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

## DRAMA

TASK	TOPIC	SKILL	OUTCOMES	WEIGHTING %	DUE DATE
1	Australian Drama and Theatre Workshop	a. Performing - Norm and Ahmed b. Making of performances - written c. Performing - No Sugar	H1.2, H1.5, H3.4, H3.5	15%	Term 4 Week 8
2	a. Half Yearly Written Exam	a. Critical Study – 1. Australian 2. Studies in Drama and Theatre	H3.1, H3.2, H3.4	20%	Term 1 Weeks 6 and 7
	b. Half Yearly Practical Exam	b. Making: Individual Project plus logbook	H1.2, H1.3, H1.5, H1.7, H2.4, H3.4	10%	
3	Workshop – Studies in Drama and Theatre	Making: Studies in Drama and Theatre performance plus written evaluation	H1.3, H1.4, H2.3, H3.4, H3.5	15%	Term 1 Week 7
4	Group Performance in progress plus logbook	Making: Group Performance	H1.1, H1.2, H1.3, H1.4, H1.6, H1.8, H1.9, H2.1, H3.5	10%	Term 2 Week 8
5	a. Trial Written Examination	a. Critical Study- 1. Australian 2. Studies in Drama and Theatre	H2.1, H2.2, H2.4	10%	Term 2 Weeks 8 and 9
	b. Trial Group Performance- Complete	b. Performing plus logbook		10%	
	c. Trial Individual Project – Complete	c. Performing/Submission of Project plus logbook	H3.1, H3.2, H3.3, H3.4	10%	

**A student:**

- H1.1 uses acting skills to adopt and sustain a variety of characters and roles
- H1.2 uses performance skills to interpret and perform scripted and other material
- H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
- H1.4 collaborates effectively to produce a group devised performance
- H1.5 demonstrates directorial skills
- H1.6 records refined group performance work in appropriate form
- H1.7 demonstrates skills in using the elements of production
- H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions
- H1.9 values innovation and originality in group and individual work
- H2.1 demonstrates effective performance skills
- H2.2 uses dramatic and theatrical elements effectively to engage an audience
- H2.3 demonstrates directorial skills
- H2.4 appreciates the dynamics of drama as a performing art
- H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance
- H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
- H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
- H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

## ECONOMICS

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Assignment	Globalisation and Trade	H1, H4, H8, H9, H10, H12	25	Term 4, Week 9
2	Half yearly exam	The Global Economy/ Australia's Place in the Global Economy	H1, H2, H3, H4, H8, H10, H11	20	Term 1, Week 6-7
3	Trial Exam	The Global Economy/ Australia's Place in the Global Economy/ Economics Issues and Policy	H1-H11	30	Term 2, Week 9-10
4	Assignment	Environmental Sustainability and Policy	H1, H2, H5, H6, H7, H8, H9, H10, H12	25	Term 3, Week 3

### A student:

- H1 demonstrates understanding of economic terms, concepts and relationships.
- H2 analyses the economic role of individuals, firms, institutions and governments.
- H3 explains the role of markets within the global economy.
- H4 analyses the impact of global markets on the Australian and global economies.
- H5 discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts.
- H6 analyses the impact of economic policies in theoretical and contemporary Australian contexts.
- H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments.
- H8 applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts.
- H9 selects and organises information from a variety of sources for relevance and reliability.
- H10 communicates economic information, ideas and issues in appropriate forms.
- H11 applies mathematical concepts in economic contexts.
- H12 works independently and in groups to achieve appropriate goals in set timelines.



## ENGINEERING STUDIES

Task	Task Description	Topic/Unit	Outcomes	Weighting%	Due Date
1	Design, building and testing	Knowledge and understanding, research, problem solving and communication	H2.1, H3.1, H5.2, H6.2	25%	Term 4 Week 10
2	Half Yearly Exam	Knowledge and understanding, problem solving and developments in Technology	H1.2, H2.1, H3.1, H3.1, H4.2, H4.3	20%	Term 1 Weeks 6 and 7
3	Trial HSC	Knowledge and understanding, problem solving and developments in Technology	H1.1, H1.2, H2.1, H1.3, H4.2, H4.3	30%	Term 2 Weeks 8 and 9
4	Engineering Report	Knowledge and understanding, research, problem solving and communication	H2.2, H3.1, H4.1, H5.1, H6.1	25%	Term 3 Week 4

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

## ENGLISH EXTENSION 1

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Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Written Response	Writing, Viewing	1,2,3	15%	Term 1 Week 4
2	Trial HSC	Reading, Writing	1,2,3	15%	Term 2 Weeks 8 and 9
3	Individual Presentation	Speaking, Listening, Representing	1,2,4	20%	Term 3 Week 4

### A student:

1. A student distinguishes and evaluates the values expressed through texts.
2. A student explains different ways of valuing texts.
3. A student composes extended texts.
4. A student develops and delivers sophisticated presentations.

## ENGLISH EXTENSION 2

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Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Major Work – Proposal & Viva Voce	Writing, Speaking	1,2	10%	Term 1 Week 3
2	Major Work – Report	Reading, Writing, Investigation	1,2	15%	Term 2 Week 1
3	Major Work – Draft & Reflection	Writing	1,2	25%	Term 3 Week 1
4	Major Work – Final Copy	EXTERNAL	1,2	EXTERNAL – 50%	BOS to advise

### ENGLISH EXTENSION 2

**A student:**

1. A student develops and presents an extended composition that demonstrates depth, insight, originality and skills in independent investigation.
2. A student reflects on and documents own process of composition.

## ENGLISH STUDIES

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting %	Due Date
1	Magazine Article	Writing, Language	H2.2, H3.1, H3.2, H4.1	15%	Term 4 Week 9
2	Half Yearly Exam	Skills/Literacy, Literature	H1.1, H1.3, H2.1,H2.2, H2.3, H3.1	15%	Term 1 Weeks 6 and 7
3	Research Presentation	Planning/Organisation, Skills/Literacy	H1.4, H2.1, H2.3, H3.2, H4.1, H4.2	20%	Term 1 Week 10
4	Writing Portfolio	Language, Literature	H1.4, H2.2, H2.3, H3.1, H3.2, H4.2	30%	Term 2 Week 6
5	Viewing and Representing	Literature, Skills/Literacy	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.1	20%	Term 3, Week 4

### A student:

- H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
- H1.2 explains the ideas and values of the texts
- H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
- H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques
- H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
- H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts
- H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
- H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences
- H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
- H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

## EXPLORING EARLY CHILDHOOD

Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Problem Solving Assignment	Design and make a child's book	H1.2,H1.3,H1.4,H4.1	25%	Term 4 Weeks 9 and 10
2	Half Yearly Exam	Knowledge and understanding	H1.2,H1.3,H2.1,H2.3,H4.2,H6.2	25%	Term 1 Weeks 6 and 7
3	Trial HSC	Knowledge and understanding	H1.4,H2.1,H2.2,H2.4,H4.1,H6.2	25%	Term 2 Weeks 8 and 9
4	Create and produce a child's show	Children and media	H1.4,H2.2,H2.4,H6.1	25%	Term 3 Week 6

### A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

## FOOD TECHNOLOGY

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Research/Essay	Contemporary Nutrition Issues- Research, knowledge, understanding, communication and analysis	H3.2, H2.1, H5.1	15%	Term 4 Week 8
2	Half Yearly Exam	Knowledge, understanding, analysis and communication	H1.2, H2.1, H3.2, H5.1	25%	Term 1 Weeks 6 and 7
3	Case Study	AFI and Food Manufacture- Research and evaluate	H1.1, H1.4, H3.1	15%	Term 2 Week 5
4	Trial HSC	Knowledge, understanding, communication and analysis	H1.1,H1.2,H1.4, H2.1, H3.2, H4.2	25%	Term 2 Weeks 8 and 9
5	Experimentation Survey and Task	Food Product Development- Design, Experiment and Evaluate	H1.3,H3.1,H5.1	20%	Term 3 Weeks 5 and 6

### A student:

- H1.1 explains manufacturing processes and technologies used in the production of food products
- H1.2 examines the nature and extent of the Australian food industry
- H1.3 justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4 evaluates the impact of the operation of an organisation with the Australian Food Industry on the individual, society and environment\
- H2.1 evaluates the relationship between food, its production, consumption, promotion and health
- H3.1 investigates operations of one organisation with the Australian food industry
- H3.2 independently investigates contemporary nutrition issues
- H4.1 develops, prepares and presents food using product development processes
- H4.2 applies principles of food preservation to extend the life of food and maintain safety
- H5.1 develops, realises and evaluates solutions to a range of food situations

## GENERAL MATHEMATICS

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Written Task	Algebraic Skills, Modelling Linear and Non-Linear relationships, Probability	H3,H4,H5,H10	10%	Term 4 (2012) WK8
2	Half Yearly Exam	All above topics including Preliminary Topics and Statistics	H2,H3,H4,H5,H8,H9,H10,H11	25%	Term 1 WK 6 and 7
3	Open book task	Finance	H2, H5,H8	10%	Term 2 WK 4
4	Trial examination	All Topics including Preliminary Topics not Correlation or Spherical Geometry	H2,H3,H4,H5,H6,H7,H8,H9,H10,H11	40%	Term 2 WK 8 or 9
5	Written Task	Spherical geometry and Correlation	H4,H5,H6	15%	Term 3 WK 5

### A student:

- H1 appreciates the importance of mathematics in her/his own life and its usefulness in contributing to society
- H2 integrates mathematical knowledge and skills from different content areas in exploring new situations
- H3 develops and tests general mathematical relationships from observed patterns
- H4 analyses representations of data in order to make inferences, predictions and conclusions
- H5 makes predictions about the behaviour of situations based on simple models
- H6 analyses two-dimensional and three dimensional models to solve practical and mathematical problems
- H7 interprets the results of measurements and calculation and makes judgements about reasonableness
- H8 makes informed decisions about financial situations
- H9 develops and carries out statistical processes to answer questions which she/he and others have
- H10 solves problems involving uncertainty using basic principles of probability
- H11 uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating his/her position clearly to others

## HISTORY EXTENSION

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Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Proposal: the process	History Project	E2.1, E2.2, E2.3	5	Term 4, Week 9
	Essay: the product			30	Term 2, Week 3
	Process Log: the process			5	Term 2, Week 4
	Half-yearly exam		E1.1, E2.2, E2.3	NA	Term 1, Week 6-7
	Trial HSC	What is History?	E2.1, E2.2, E2.3	NA	Term 2, Week 8-9
2	In-class exam	Case Study	E2.1, E2.2, E2.3	10	Term 3, Week 4

### A student:

- E1.1 analyses and evaluates different historical perspectives and approaches to history and the interpretations developed from these perspectives and approaches
- E2.1 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- E2.2 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- E2.3 constructs a historical position about an area of historical inquiry and discusses and challenges other positions



## HOSPITALITY – CAFE SKILLS (VET)

Term	Code	Units of Competency	Hrs	C/E	A	B	C	D	E	F	G	H	I	J	K	L	Key to Assessment Methods
1	SITXOHS001 B	Follow Health, Safety and Security Procedures	10	C			X			X					X		A WRITTEN ASSIGNMENTS/TASKS
	SITXCOM001 A	Work with Colleagues and Customers	15	C	X							X			X		B SCENARIOS
	SITXOHS002 A	Follow workplace hygiene procedures	10	C					X	X					X		C WRITTEN TEST/EXAMS
	HLTFA301B	Apply First Aid (outsourced)	20	E									X				D CASE STUDY
2	SITXENV001 A	Participate in an environmentally sustainable industry	15	C		X		X									E TEACHER QUESTIONING
	SITHFAB012 B	Prepare and Serve Espresso Coffee	15	E					X	X			X			X	F TEACHER OBSERVATION
3	SITXCOM004 A	Communicate on the Telephone	5	E				X		X			X				G WORKPLACEMENT DIARY/ LOG
	SITHFAB010 C	Prepare and Serve non-alcoholic beverages	15	C					X	X			X			X	H ROLE PLAY/ ORAL PRESENTATION
	SITHACS006 B	Clean premises and equipment	10	C						X	X		X				I THIRD PARTY EVIDENCE (from employer)

## HOSPITALITY – CAFE SKILLS (VET) cont..

Term	Code	Units of Competency	Hrs	C/E	A	B	C	D	E	F	G	H	I	J	K	L	Key to Assessment Methods
4	SIRXCCS001 A	Apply Point of Sale handling procedures	15	E		X						X		X			J WORK BOOKS
	SITXFSA001A	Implement Food Safety Procedures	15	C					X	X	X				X		K INTERNET RESEARCH
5	SITINV001A	Receive and Store Stock	10	E	X			X	X								L OTHER e.g. self-assessment, peer learning
	SITXCOM002 A	Work in a socially diverse environment	10	C	X				X			X					
	SITXADM002 A	Source and Present Information	10	E	X									X	X		
6	SITHFAB003 A	Serve Food and Beverage to customers	30	C					X	X	X		X				
7	SITHIND001 B	Develop and update hospitality industry knowledge	20	C	X				X							X	
	SITHIND002 A	Apply Hospitality Skills in the workplace	30	E		X		X		X		X	X				

## INDUSTRIAL TECHNOLOGY

Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due date
1	Project Part One	Practical Component Design & Management MDP & Folio	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2	20 %	T4, W10
2	Half Yearly Exam	Work Place Communication	H2.1, H2.2, H3.1, H3.3, H4.1, H4.2	15 %	T1, W6-7
3	Industry Study	Industry Study	H1.1, H1.2, H6.1, H6.2, H7.1	15 %	T1, W8
4	Trial Exam	All Units A,B,C &D	All outcomes assessed	20 %	T2, W8-9
5	Project Part Two	Practical Component MDP Portfolio	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H5.1, H5.2	30 %	T3, W5

### A student:

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

## INFORMATION PROCESSES AND TECHNOLOGY

Task No.	Task Description	Component	Outcomes	Weighting	Due Date
1	Project Work: Group	Project Management Information Systems & Databases	H2.2, H5.1, H6.2, H7.1	20%	Week 9, <b>Term 4</b>
2	Half Yearly Exam	Project Management Information Systems & Databases Communication Systems	H1.1, H2.1, H3.2, H4.1	20%	Weeks 6 & 7, <b>Term 1</b>
3	Case Study: Individual	Transaction Processing Systems	H1.2, H2.1, H3.2, H4.1	15%	Week 5, <b>Term 2</b>
4	Trial HSC	Project Management Information Systems & Databases Communication Systems Transaction Processing Systems Multimedia	H1.2, H2.2, H3.2, H6.1, H7.1	25%	Weeks 8 & 9, <b>Term 2</b>
5	Project Work: Individual	Communication Systems Multimedia	H3.1, H4.1, H5.2, H7.2	20%	Week 4, <b>Term 3</b>

### A student:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

## LEGAL STUDIES

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	In Class Task	Crime	1,4,5,9	15	Term 4, Week 7
2	Half yearly exam	Crime; & Human Rights	2,4,7,8,10	30	Term 1, Week 6-7 as per calendar
3	Trial Exam	Crime, Human Rights, Shelter	2,3,6,8,10	35	Term 2, Week 9-10 as per calendar
4	Essay Task	Family/Indigenous Peoples	1,3,7, 8,9	20	Term 3, Week 4

### A student:

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

## MATHEMATICS

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Written Task	Parabola and Quadratic Functions, Geometrical Applications of Calculus	H5,H6,H7	10%	Term 4 (2012) WK 7
2	Half Yearly Examination	All above topics plus preliminary topics and Probability, Integration , Sequences and Series	H4,H5,H6,H7.H8	25%	Term 1 WK 6 or 7
3	Written task	Trigonometry	H5	10%	Term 1 WK 11
4	Trial Examination	All topics both HSC and preliminary except Motion	H2,H3,H4,H5,H6,H7,H8,H9	40%	Term 2 WK 8 or 9
5	Written Task	Applications to calculus and Series	H4,H5	15%	Term 3 WK 5

### A student:

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

## MATHEMATICS EXTENSION 1

Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Written Task	Parametrics, Induction , Binomial Theorem	HE2,HE3,HE7	15%	T4 (2012) WK 8
2	Half Yearly Exam	Induction, Binomial Theorem, Harder Curve Sketching ,Integration, Polynomials, Harder 2 unit plus preliminary topics	HE2,HE3,HE4,HE6,HE7	25%	T1 WK 6 and 7
3	Trial Exam	All topics both HSC and Preliminary except Applications of calculus motion.	HE2,HE3,HE4, HE6,HE7	40%	T2 WK 8 or 9
4	Written Task	Applications of calculus motion	HE3,HE5	20%	T3 Week 6

### A student:

- HE1 appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 uses inductive reasoning in the construction of proofs
- HE3 uses a variety of strategies to investigate mathematical models of situations involving binomial probability, projectiles, simple harmonic motion or exponential growth and decay
- HE4 uses the relationship between functions, inverse functions and their derivatives
- HE5 applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 determines integrals by reduction to a standard form through a given substitution
- HE7 evaluates mathematical solutions to problems and communicates them in an appropriate form

## MATHEMATICS EXTENSION 2

Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Written Task	Complex Numbers	E3	10%	T4 (2012) WK 10
2	Half Yearly Exam	Polynomials, Conic Sections, Complex Numbers, Harder EXT 1 and 2 Unit	E2,E3,E4,E9	25%	T1 WK 6 and 7
3	Written Task	Conic sections Geom applications, Integration	E3,E4,E8	10%	T2 WK3
4	Trial Examination	Complex numbers, Polynomials, Conic Sections, Integration, Volume, Curve Sketching, Harder Ext 1 and 2 unit	E2,E3,E4, E6,E7,E8,E9	40%	T2 WK 8 and 9
5	Written Task	Motion	E5	15%	T3 WK5

### A student:

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



## METAL AND ENGINEERING (VET)

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6	TASK 7	TASK 8	TASK 9	TASK 10	TASK 11	TASK 12
UNIT CODE	UNIT TITLE	SEQUENCE	Working Safely	The Coffee Club	Year 11 Work Placement	Minestrone Soup	Preliminary Yearly Exam	Sandwich Bar	Year 12 Work placement	Going Green at Work	In-Class Half Yearly Exam	Trial HSC	Working with Others	Apply Hospitality Skills
			<u>Due:</u> Week 10, Term 1 2012	<u>Due:</u> Term 2, Week 9 & 10 2012	<u>Due:</u> Terms 2 & 3 2012	<u>Due:</u> Term 3, Weeks 9 & 10 2012	<u>Due:</u> Term 3, Weeks 9 & 10 2012	<u>Due:</u> Term 4 2011, Term 1 2012	<u>Due:</u> Term 1, Week 8 2013	<u>Due:</u> Term 2, Weeks 9 & 10 2013	<u>Due:</u> Term 3, Week 1 2013	<u>Due:</u> Term 3, Week 6 2013		
SITXOHS001A	Follow Health, Safety and Security Procedures	Yr 11	③				③				③	③		
SITXOHS002A	Follow Workplace Hygiene Procedures	Yr 11	③				③				③	③		
SITHFAB010A	Prepare and serve non alcoholic beverages	Yr 11		③			③				③	③		
SITHFAB012A	Prepare and Serve Espresso Coffee	Yr 11		③										
SIRXCCS001A	Apply point of sale handling procedures	Yr 11		③										
SITHCCC001A	Organise and Prepare Food	Yr 11			③	③					③			
SITXFSA001A	Implement Food Safety Procedures	Yr 11			③	③					③	③		
SITHFAB003A	Serve Food and Beverage to	Yr 12						③	③		③	③	③	

	Customers													
SITHACS0 06A	Clean premises and equipment	Yr 12						3	3		3	3		
SITHCCC 007A	Prepare sandwiches	Yr 12						3						
SITHIND0 01A	Develop and update Hospitality Industry Knowledge	Yr 12								3	3	3		
SITXENV0 01A	Participate in environmentally sustainable work practices	Yr 12								3	3	3		
SITXCOM 001A	Work With Colleagues and Customers	Yr 12										3	3	
SITXCOM 002A	Work in a socially diverse environment	Yr 12										3	3	
SITHIND0 02	Apply Hospitality Skills in the Workplace	Yr 12							3					3
SITXCOM 003A	Communicate on the telephone	Yr 12												3

## MODERN HISTORY

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Source Analysis	World War One	H3.2, H3.3, H3.4, H4.2	10	Term 4, Week 9
2	Half yearly exam	WWI / Russia	H1.1, H1.2, H2.1, H3.3, H4.2	15	Term 1, Week 6-7
3	Oral/ Research	Trotsky	H1.1, H1.2, H2.1, H3.5, H4.2	20	Term 2, Week 5
4	Trial Exam	WWI, Russia, Trotsky	H1.1, H1.2, H2.1, H3.3H3.4, H4.1, H4.2	25	Term 2, Week 9-10
5	Research In Class Essay	Conflict in Indochina	H1.2, H3.5 H4.1, H4.2	25	Term 3, Week 4

### A student:

- H1.1 describe the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H1.2 analyse and evaluate the role of key features, issues, individuals, groups and events of selected twentieth-century studies
- H2.1 explain forces and ideas and assess their significance in contributing to change and continuity during the twentieth century
- H3.1 ask relevant historical questions
- H3.2 locate, select and organise relevant information from different types of sources
- H3.3 analyse and evaluate sources for their usefulness and reliability
- H3.4 explain and evaluate differing perspectives and interpretations of the past
- H3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
- H4.1 use historical terms and concepts appropriately
- H4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

## MUSIC

TASK	TOPIC	SKILL/COMPONENT	OUTCOMES	WEIGHTING %	DUE DATE
1	a) Composition for solo instrument or ensemble of choice. Based on topic 1	COMPOSITION	H3, H4, H7, H8	10%	Term 4 Week 9
	<i>"An Instrument and its Repertoire"</i> b) Aural Task based on topic 1	AURAL	H4, H6, H8	5%	Term 4 Weeks 3, 5 and 7
2	a) Half Yearly Aural/Written exam +	AURAL	H4, H6, H8	10%	Term 1 Weeks 6 and 7
	b) Performance (or) Musicology (or) Composition based on topic 1. <i>"An Instrument and its Repertoire"</i>	ELECTIVE 1 Performance/Musicology/ Composition	Depends on Elective Choice	15%	Term 1 Weeks 6 and 7
3	Viva voce supported with detailed aural analyses. Based on topic 2 <i>"Australian Music"</i>	MUSICOLOGY	H4, H5, H6	10%	Term 2 Week 1
4	a) Trial HSC Aural/Written Exam	AURAL	H4, H6, H8	10%	Term 2 Weeks 8 and 9
	b) Performance (or) Musicology (or) Composition based on topic 2 <i>"Australian Music"</i>	ELECTIVE 2 Performance/Musicology/ Composition	Depends on Elective Choice	15%	
5	a) Core Performance (Topic 1,2 or 3)	Core PERFORMANCE	H1, H2	10%	Term 3 Week 5
	b) Performance (or) Musicology (or) Composition based on topic 3 <i>"Music of the 20<sup>th</sup> and 21<sup>st</sup> Century"</i>	ELECTIVE 3 Performance/Musicology/ Composition	Depends on Elective Choice	15%	Term 3 Week 5

### A student:

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

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting	Due Date
1	<b>Core 2 Case Study</b> Factors Affecting Performance	<b>Knowledge and Understanding</b> of the way the body moves <b>Skills</b> in taking action to improve participation and performance in physical activity <b>Skills</b> in critical thinking, research and analysis	H7, H8, H9, H10, H11	20%	Term 4 Weeks 8 and 9
2	<b>Core 1 Task</b> Health Priorities in Australia	<b>Knowledge and Understanding</b> of factors that affect health, and the way the body moves <b>Skills</b> in influencing personal and community health <b>Skills</b> in critical thinking, research and analysis	H1, H2, H3, H4, H5, H6	20%	Term 1 Weeks 9 and 10
3	<b>Option – Sports Medicine</b> Sports Medicine	<b>Knowledge and Understanding</b> about safe sport practices <b>Skills</b> in intervening to enhance sports performance and safety <b>Skills</b> in critical thinking, research and analysis	H8, H13, H16, H17	15%	Term 2 Week 5
4	<b>Trial HSC</b> Core 1 (10%), Core 2 (10%), Sports Medicine (5%)	<b>Knowledge and Understanding</b> of factors that affect health and performance <b>Skills</b> in influencing personal and community health and in taking action to improve safety and performance in physical activity <b>Skills</b> in critical thinking, research and analysis	All outcomes relevant to content	25%	Term 2 Weeks 8 and 9
5	<b>Option – Improving Performance</b> Improving Performance	<b>Knowledge and Understanding</b> about the way the way the body moves <b>Skills</b> in taking action to improve participation and performance in physical activity <b>Skills</b> in critical thinking, research and analysis	H7, H8, H10, H16, H17	20%	Term 3 Week 4

**A student**

- H1 describes the nature, and justifies the choice, of Australia’s health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities

- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 Demonstrates a range of personal health skills that enablers them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H12 Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## PHYSICS

Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Half Yearly Exam		H2, H6 ,H7, H9, H11-H15	20%	As per school date
2	Prac Task	Experimental skills and analysis	H7, H11-H14	25%	T4 Week 9
3	Open Ended Investigation	Experimental design and problem solving	H11-H15	25%	T2 Week 6
4	Trial HSC		H1-H15	30%	As per school date

### A student:

- H1 evaluates how major advances in scientific understanding and technology have changed the direction or nature of scientific thinking
- H2 analyses the ways in which models, theories and laws in physics have been tested and validated
- H3 assesses the impact of particular advances in physics on the development of technologies
- H4 assesses the impacts of applications of physics on society and the environment
- H5 identifies possible future directions of physics research
- H6 explains events in terms of Newton's Laws, Law of Conservation of Momentum and relativity
- H7 explains the effects of energy transfers and energy transformations
- H8 analyses wave interactions and explains the effects of those interactions
- H9 explains the effects of electric, magnetic and gravitational fields
- H10 describes the nature of electromagnetic radiation and matter in terms of the particles
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitude towards both the living and non-living components of the environment, ethical behaviour and a desire for critical evaluation of the consequences of the applications of science

## SENIOR SCIENCE

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Task No.	Task Description	Skill / Component/ Topic	Outcomes	Weighting	Due Date
1	Prac Test	Experimental design and analysis	H7, H9, H10-H14	25%	Term 3 Wk 4
2	Half Yearly Exam		H1-H6, H7, H9, H10-H15	20%	As per school date
3	Open Ended Investigation	Problem solving and reporting	H1, H4, H11-H14	25%	Term 4 Wk 9
4	Trial HSC		H1-H15	30%	As per school date

### A student:

- H1 discusses advances in scientific understanding and technology that have changed the direction or nature of scientific thinking
- H2 applies the process that are used to test and validate models, theories and laws to investigations
- H3 assess the contribution of scientific advances on the development of technologies
- H4 assesses the impacts of applications of science on society and the environment
- H5 describes possible future directions of scientific research
- H6 describes uses of the Earth's resources
- H7 identifies effects of internal and external environmental changes on the human body
- H8 relates the properties of chemicals to their use
- H9 relates the properties of chemicals to their use
- H10 discusses ways in which different forms of energy and energy transfers and transformations are used
- H11 justifies the appropriateness of a particular investigation plan
- H12 evaluates ways in which accuracy and reliability could be improved in investigations
- H13 uses terminology and reporting styles appropriately and successfully to communicate information and understanding
- H14 assesses the validity of conclusions from gathered data and information
- H15 explains why an investigation is best undertaken individually or by a team
- H16 justifies positive values about and attitudes towards both the living and non-living components of the environment, ethical behaviour and a desire for a critical evaluation of the consequences of the applications of science



## SOCIETY AND CULTURE

Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Research report	Core-Continuity & Change - Research on Vietnam	1, 3, 4, 5, 6, 7, 8, 10	15	Term 4, Week 10
2	Half yearly exam	Core- Continuity & Change	1, 3, 4, 5, 8, 11	25	Term 1, Week 6-7
3	Long response	Popular Culture	2, 7, 8, 9,10	15	Term 2, Week 5
4	Trial Exam	Continuity & Change; Popular Culture	2, 5, 6, 7, 10	30	Term 2, Week 9-10
5	Research essay	Equality & Difference	1,2,3,5,7,10,11	15	Term 3, Week 5*

### A student:

- H1 explains the interaction between persons, societies, cultures and environments across time
- H2 analyses relationships within and between social and cultural groups
- H3 accounts for cultural diversity and commonality within societies and cultures
- H4 evaluates continuity and change, and assesses social futures and strategies for change and the implications for societies and cultures
- H5 evaluates the influence of power, authority, gender and technology on decision-making and participation in society
- H6 applies and evaluates the methodologies of social and cultural research
- H7 applies appropriate language and concepts associated with society and culture
- H8 selects, organises and evaluates information and sources for usefulness, validity and bias
- H9 plans an investigation, analyses and synthesises information from a variety of perspectives and sources
- H10 communicates information, ideas and issues using appropriate written, oral and graphic forms
- H11 uses planning and review strategies to manage complex tasks, making effective use of time and resources

## SOFTWARE DESIGN AND DEVELOPMENT

Task No.	Task Description	Component	Outcomes	Weighting	Due Date
1	Case Study	Software Development Approaches Social and Ethical Issues	H1.2, H2.2, H3.1, H6.1	10%	Week 9, <b>Term 4</b>
2	Project Development and Documentation (Stage 1)	Defining and Understanding Planning and Designing Social and Ethical Issues	H3.2, H4.1, H5.1, H5.2	25%	Week 4, <b>Term 1</b>
3	Half Yearly Exam	Software Development Approaches Defining and Understanding Planning and Designing Social and Ethical Issues	H1.2, H2.2, H4.2, H5.2	15%	Weeks 6 & 7, <b>Term 1</b>
4	Trial HSC	Software Development Approaches Software Development Cycle Option 2	H1.1, H1.2, H1.3, H3.1, H4.2, H5.2	20%	Weeks 8 & 9, <b>Term 2</b>
5	Project Development and Documentation (Stage 2)	Implementation Testing and Evaluation Maintaining	H4.2, H4.3, H5.2, H5.3, H6.3, H6.4	30%	Week 3, <b>Term 3</b>

### A student:

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

## SPORT, LIFESTYLE AND RECREATION

Task No.	Task Description	Skill/Component/Topic	Outcomes	Weighting	Due Date
1	Healthy Lifestyles (Research Task)	Healthy Lifestyles	1.5, 2.3, 3.5, 4.3, 4.5	20%	Term 4 Week 10
2	Gymnastics/Aquatics (Practical Task)	Gymnastics/Aquatics	1.3, 3.4, 4.1, 4.4	20%	Term 1 Weeks 4 -10
3	Half Year Exam	Healthy Lifestyles Gymnastics/Aquatics	1.2, 1.3, 1.5, 3.5, 4.5	20%	Term 1 Week 5-6
4	Resistance Training Program (Practical)	Resistance Training Program Practical	1.1, 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, 3.4, 4.1, 4.2, 4.4	10%	Term 2 Weeks 4-8 Term 3 Weeks 1-3
5	Course Exam (during Trial period)	Healthy Lifestyles Gymnastics Resistance Training	1.2, 1.3, 1.5, 2.2, 2.5, 3.2, 3.5, 4.1, 4.5	20%	Term 2 Weeks 9-10 (during exam time)
6	Resistance Training Program (Theory)	Resistance Training Program	1.2, 1.3, 3.2, 3.3, 4.1	10%	Term 3 Week 3

### A student

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities.
- 1.2 Explains the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 Demonstrates ways to enhance safety in physical activity.
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia.
- 1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status.
- 1.6 Describes administrative procedures that support successful performance outcomes.
- 2.1 Explains the principles of skill development and training.
- 2.2 Analyses the fitness requirements of specific activities.
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities.
- 2.4 Describes how societal influences impact on the nature of sport in Australia.
- 2.5 Describes the relationship between anatomy, physiology and performance.
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 Designs programs that respond to performance needs.
- 3.3 Measures and evaluates physical performance capacity.
- 3.4 Composes, performs and appraises movement.
- 3.5 Analyses personal health practices.

- 3.6 Assesses and responds appropriately to emergency care situations.
- 4.1 Plans strategies to achieve performance goals.
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts.
- 4.3 Makes strategic plans to overcome the barriers to personal and community health.
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

## STUDIES OF RELIGION

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Task	Task Description	Topic/Unit	Outcomes	Weighting %	Due Date
1	Oral/research	Australia Post 1945	H3,H8,H9	15	Term 4, Week 7
2	Religious Tradition Depth Study	Significant Personality-Islam	H4,H5,H6,H7,H8,H9	20	Term 1, Week 3
3	Half yearly exam	Course Exam	H3,H5,H6,H8,H9	15	Term 1, Week 6-7
4	Trial Exam	Course exam	H1,H2,H4,H5,H6,H7,H8,H9	30	Term 2, Week 9-10
5	ICT Pamphlet	Religion and peace	H1,H6,H8,H9	20	Term 3, Week 2

### A student:

- H1 Explains aspects of religion and belief systems
- H2 Describes and analyses the influence of religion and belief systems on individuals and society
- H3 Examines the influence and expression of religion and belief systems In Australia
- H4 Describes and analyses how aspects of religious traditions are expressed by their adherents
- H5 Evaluates the influence of religious traditions in the life of adherents
- H6 Organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias
- H7 Conducts effective research about religion and evaluates the findings from the research
- H8 Applies appropriate terminology and concepts related to religion and beliefs systems
- H9 Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## VISUAL ARTS

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting %	Due Date
1	Work Under Development-Presentation of concepts of BOW and VAPD	Art Making	H1, H2, H3, H4	10%	Term 4 Week 8
2	Work Under Development- Research into concept. Expression of conceptual base and experimentation, exploration and use of material for BOW.	Art Making	H1, H2, H3, H4, H5	15%	Term 1 Week 9
3	Art Criticism- In class essay task based on Conceptual Framework	Art Criticism and Art History	H7, H8, H9, H10	20%	Term 2 Week 3
4	Trial HSC	Art Criticism and Art History	H7, H8, H9, H10	30%	Term 2 Weeks 8 and 9
5	Final BOW and VAPD Assessment- Explanation of development of ideas.	Art Making	H5, H6	25%	Term 3 Week 5

### A student:

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

## VISUAL DESIGN

Task	Task Description	Skill	Outcomes	Weighting %	Due Date
1	Design Portfolio- Representing and including design briefs from Module 1, Visual Design diary and OHS module	Design making	DM1, DM2, DM3, DM4, DM5, DM6,	20%	Term 4 Week 10
2	Half Yearly exam	Study of design	CH1, CH2, CH3, CH4	10%	Term 1 Weeks 6 and 7
3	Design Portfolio- Representing and including responses to design briefs from Module 2, Visual Design diary and OHS module	Design making	DM1, DM2, DM3, DM4, DM5, DM6,	20%	Term 1 Week 10
4	Written assessment task	Study of design	CH1, CH2, CH3, CH4	20%	Term 2 Week 7
5	Design Portfolio- Representing and including responses to design briefs from Module 3, Visual Design diary and OHS module	Design making	DM1, DM2, DM3, DM4, DM5, DM6,	30%	Term 3 Week 5

### A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of occupational health and safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

**SUPPORT: INDIVIDUAL ASSESSMENT CALENDAR**

**TERM 4 2012**

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCTOBER	1						
OCTOBER	2						
OCTOBER	3						
OCT/NOV	4						
NOVEMBER	5						
NOVEMBER	6						
NOVEMBER	7						
NOV/DEC	8						
DECEMBER	9						
DECEMBER	10						
DECEMBER	11	School Development Day	School Development Day	School Holidays	School Holidays	School Holidays	School Holidays



# TERM 1 2013

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
<b>JANUARY</b>	1	School Holidays	School Holidays	Australia Day	School Holidays	School Development Day	
<b>JAN/FEB</b>	2						
<b>FEBRUARY</b>	3						
<b>FEBRUARY</b>	4						
<b>FEBRUARY</b>	5						
<b>FEB/MARCH</b>	6						
<b>MARCH</b>	7						
<b>MARCH</b>	8						
<b>MARCH</b>	9						
<b>MARCH/APRIL</b>	10						
<b>APRIL</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
<b>APRIL</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

## TERM 2 2013

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
<b>APRIL</b>	1	School Development Day					
<b>MAY</b>	2						
<b>MAY</b>	3						
<b>MAY</b>	4						
<b>MAY</b>	5						
<b>JUNE</b>	6						
<b>JUNE</b>	7						
<b>JUNE</b>	8	Queen's Birthday					
<b>JUNE</b>	9						
<b>JUNE</b>	10						
<b>JULY</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
<b>JULY</b>		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

# TERM 3 2013

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY	1	School Development Day					
JULY	2						
AUGUST	3						
AUGUST	4						
AUGUST	5						
AUGUST	6						
AUG/SEPT	7						
SEPTEMBER	8						
SEPTEMBER	9						
SEPTEMBER	10						
SEPT/OCT		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
OCTOBER		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	