

ENGADINE HIGH SCHOOL YEAR 11 ASSESSMENT BOOKLET 2022

Issued February 2022
Current version available at www.ehs.nsw.edu.au

*Information for
Year 11 Students
and Parents*

Information correct as of 05 February 2022

**Please note that assessment task dates/weeks detailed herein may be subject to change.
Formal assessment task notices with specific dates of tasks will stand as the actual date of the task.**



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Important Dates 2022

Important dates 2022	
Term 1 2022	31/01/2022
Autumn Break	11/04/2022
Term 2 2022	26/04/2022
Winter Break	04/07/2022
Term 3 2022	18/07/2022
Spring Break	26/09/2022
Term 4 2022	01/10/2022
Summer break	20/12/2022

Public Holidays 2022

Public Holidays 2022	
New Year's Day	01/01/2022
Australia Day	26/01/2022
Good Friday	15/04/2022
Easter Monday	18/04/2022
ANZAC DAY	25/04/2022
Queen's Birthday	13/06/2022
Labour Day	03/10/2022



Higher School Certificate

Assessment Information

General information

To complete the HSC course, which spans Year 11 and Year 12, all students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine each student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses. Students' results will continue to be based on their performance in school assessment tasks and the HSC exam.

There are three types of courses approved for study for the HSC Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by the NSW Education Standards Authority (NESA).
2. BOARD ENDORSED COURSES are endorsed by NESA, but are not examinable at the Higher School Certificate and will not contribute to the ATAR.
3. VOCATIONAL EDUCATION AND TRAINING COURSES are either developed or endorsed by NESA and delivered by schools, TAFEs or training providers. These courses are 'dual accredited', contributing to the HSC as well as serving as a nationally-recognised VET qualification. Some VET courses include an HSC examination that will give students the opportunity to have this course contribute to their ATAR. Others count as Board Endorsed credit for the HSC but do not contribute to the ATAR.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance;
- That allows students to demonstrate their depth of knowledge and their conceptual, analytical and problem-solving skills;
- Measured over the entire course rather than at a single point in time.

Assessment in the HSC course occurs in three forms:

- Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding
- Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.
- Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.



All assessment marks will be derived from the performance of various set tasks during the HSC Course using prescribed syllabus weightings. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, projects, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and variety of activities through which to demonstrate their abilities.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. **Students must apply themselves with diligence and sustained effort in all aspects of the course.** Students need to participate actively in their courses, and to complete the work set both in class and for homework. Tasks that are not formally assessed must also be completed.

Eligibility for the Higher School Certificate

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

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

'N' Determination [Non-Award]

If a student fails to comply with NESAs' requirements for the HSC course they will receive an 'N' Determination. This means that the relevant course will not appear on the student's Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the award of the HSC in that year.

Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A more specific assessment schedule for each course will be provided for students in Term 1 as well as a general outline of the Assessment Program for each subject at the commencement of that Program provided in this booklet.



Vocational Education & Training

Vocational Education & Training (VET) courses are studied over Year 11 and Year 12 and allow students to combine HSC study with work towards specific VET competencies. Competency-based courses differ from other HSC courses in that work or skills are assessed as competent or not-yet competent. Specific tasks such as the HSC Trial Exam may be marked similar to other subjects, and this mark will contribute to an internal assessment mark for HSC examination purposes.

VET Courses offered at Engadine High School for 2019 include:

- Entertainment Industry
- Construction
- Hospitality Food & Beverage Café Skills
- Sports Coaching

You will have already received specific information on competencies and assessment from your teacher and/or faculty for each specific course.

In general, the Year 11 Yearly is weighted 20% and the HSC Trial is weighted 80%.

Specific competencies may be assessed on an on-going basis and do not form part of the HSC internal assessment schedule or regime. Your teacher/faculty will inform you of the specifics that relate to your course.



Engadine High School Assessment Policy

Correct as of February 2022

This document sets out the Assessment Policy of Engadine High School. It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the respective Year group on Moodle. When submitting tasks via Moodle, the submission is considered their digital signature.
- If a student is absent on the day an assessment task is handed out it is **their** responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the school's Moodle site. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is **NOT** necessarily grounds for an extension.
- It is the student's responsibility to regularly check Moodle and assessment schedules for upcoming assessment tasks.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.



- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- **NB.** Students will **NOT** be permitted to work on, or prepare assessments during other classes.

3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension **MUST** be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible **at least two days prior** to the due date.
- Appropriate documentation for Seniors is: submission of school's Illness/Misadventure form (available from Head Teacher Teaching and Learning and in the Library (see over page for example).
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the **first** day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may **NOT** be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

4. Nature or form of the extension

For Senior students, a panel of staff led by the Head Teacher Teaching and Learning will determine which of the following will be granted:

- an extension of time for submission;
- completion of an alternate task submitted at a later date;
- an estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

5. Acceptable reasons for an extension may include

- Any school related business.
- Illness or injury where the nature of the injury or illness **directly** inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods.



6. Family holidays

- For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions **GENERALLY WILL NOT** be granted for family holidays nor alternative tasks offered.

7. Penalties for late submission

Years 10-12

- Student will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Determination being issued.

8. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for course in question.
- Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than that which is involved in the appeal. The ruling of the committee will be binding and final.

NB. Students may **NOT** dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Detected malpractice will see the following apply:
 - Zero marks for part or all of the assessment



All My Own Work

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material this is associated with a task, such as drafts, processes diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.



NESA

NESA treats cheating very seriously. It investigates allegations of cheating and penalises students caught in written examinations and in projects or practical works. Detected malpractice will limit a student's marks and jeopardise their RoSA, Preliminary or HSC.

- One or more of the following will apply:
- Reduced marks for part or all of the examination
- Zero marks for part or all of the examination
- An interview with a 'malpractice' panel at NESA
- Loss of one or more courses towards the RoSA, Preliminary or HSC award
- Damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you received has been acknowledged. Schools may use procedures similar to NESA's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to NESA. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.

(HSC Assessments and Submitted works – Advice to Students, course outcomes and competencies can all be accessed at (educationstandards.nsw.edu.au))



Course Assessment Schedules

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

English Standard

Board Developed Course – 2 units

Syllabus Components	Common Module: Reading to Write <i>Writing Portfolio</i> Term 1 Week 10	Module A: Contemporary Possibilities <i>Multimodal Presentation</i> Term 2 Week 8	Common Module B: Close Study of Literature <i>Year 11 Examination</i> Term 3 Week 5/6	Syllabus Weighting
Knowledge and understanding of course content	15%	20%	15%	50%
Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total	30%	40%	30%	100%

Weightings for each component are drawn from the syllabus

Individual tasks are listed here

Term and Week of Task as

Some tasks may address multiple parts of the syllabus – these weightings are a guide

Total internal course weighting for this task



English Faculty

English Standard

Board Developed Course – 2 units

Syllabus Components	Common Module: Reading to Write <i>Writing Portfolio</i> Term 1 Week 11	Module A: Contemporary Possibilities <i>Multimodal Presentation</i> Term 2 Week 9	Common Module, Module B: Close Study of Literature <i>Year 11 Examination</i> Term 3 Week 7/8	Syllabus Weighting
Knowledge and understanding of course content	15%	20%	15%	50%
Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total	30%	40%	30%	100%



English Advanced

Board Developed Course – 2 units

Syllabus Components	Common Module: Reading to Write <i>Writing Portfolio</i> Term 1 Week 11	Module A: Narratives That Shape Our World <i>Multimodal Presentation</i> Term 2 Week 9	Common Module Module B: Critical Study of Literature <i>Year 11 Examination</i> Term 3 Week 7/8	Syllabus Weighting
Knowledge and understanding of course content	15%	20%	15%	50%
Skills responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Total	30%	40%	30%	100%



English Extension 1

Board Developed Course – 1 unit

Syllabus Components	Written Response	Research Task/ Multimodal Presentation	Year 11 Examination	Syllabus Weighting
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 7/8	
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	20%	15%	50%
Total	30%	40%	30%	100%



English Studies

Board Developed Course – 2 units – Category B

Syllabus Components	Mandatory Module: Achieving Through English Letter/Mock Interview Term 1 Week 8	Module 1: Multimodal Presentation Term 2 Week 6	All modules Portfolio of classwork Term 3 Week 7	Syllabus Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	15%	15%	20%	50%
Total	30%	30%	40%	100%



Mathematic Faculty

Mathematics Standard

Board Developed Course – 2 units

Syllabus Components	Task 1 Assignment	Task 2 Test	Task 3 Year 11 Final Exam	Syllabus Weighting
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 7 – 8	
Understanding, fluency and communication	12.5%	17.5%	20%	50%
Problem solving, reasoning & justification	12.5%	17.5%	20%	50%
Total	25%	35%	40%	100%

Advanced Mathematics

Board Developed Course – 2 units

Syllabus Components	Task 1 Assignment	Task 2 Test	Task 3 Year 11 Final Exam	Syllabus Weighting
	Term 1 Week 7	Term 2 Week 8	Term 3 Week 7 – 8	
Understanding, fluency and communication	12.5%	17.5%	20%	50%
Problem solving, reasoning & justification	12.5%	17.5%	20%	50%
Total	25%	35%	40%	100%



Mathematics Extension 1

Board Developed Course – 1 unit

Syllabus Components	Task 1 Assignment	Task 2 Test	Task 3 Year 11 Final Exam	Syllabus Weighting
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7 – 8	
Understanding, fluency and communication	12.5%	17.5%	20%	50%
Problem solving, reasoning & justification	12.5%	17.5%	20%	50%
Total	25%	35%	40%	100%



Science Faculty

Biology

Board Developed Course – 2 units

Syllabus Components	Task 1 - Practical Test	Task 2 - Depth Study	Task 3 - Final Examination	Syllabus Weighting
	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 7/8	
Knowledge & Understanding	5%	10%	25%	40%
Skills	25%	25%	10%	60%
Total	30%	35%	35%	100%

Chemistry

Board Developed Course – 2 units

Syllabus Components	Task 1 - Skills Exam	Task 2 - Depth Study	Task 3 - Final Examination	Syllabus Weighting
	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 7/8	
Knowledge & Understanding	5%	10%	25%	40%
Skills	25%	25%	10%	60%
Total	30%	35%	35%	100%



Earth and Environmental Science

Board Developed Course – 2 units

Syllabus Components	Task 1 - Research Task Term 1 Week 5	Task 2 - Depth Study Term 2 Week 4	Task 3 - Final Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding	15%	5%	20%	40%
Skills	15%	30%	15%	60%
Total	30%	35%	35%	100%

Investigating Science

Board Developed Course – 2 units

Syllabus Components	Task 1 – Practical test Term 2 Week 3	Task 2 - Depth Study Term 3 Week 2	Task 3 - Final Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding	10%	10%	20%	40%
Skills	20%	30%	10%	60%
Total	30%	40%	30%	100%



Physics

Board Developed Course – 2 units

Syllabus Component s	Task 1 - Practical Test Term 1 Week 8	Task 2 - Depth Study Term 2 Week 6	Task 3 - Final Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding	5%	10%	25%	40%
Skills	25%	25%	10%	60%
Total	30%	35%	35%	100%



HSIE Faculty

Aboriginal Studies

Board Developed Course – 2 units

Syllabus Components	Task 1 Written Communication Term 1 Week 6	Task 2 Research Task Term 3 Week 1	Task 3 Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding of course content	10%		30%	40%
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives		15%		15%
Research and inquiry methods, including aspects of the local community case study		20%		20%
Communication of information, ideas and issues in appropriate forms	10%	5%	10%	25%
Total	20%	40%	40%	100%



Ancient History

Board Developed Course – 2 units

Syllabus Components	Task 1 Essay Term 2 Week 1	Task 2 Historical Investigation Term 3 Week 2	Task 3 Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding of course content	5%	10%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretation	5%	5%	10%	20%
Historical inquiry & research		20%		20%
Communication of historical understanding in appropriate forms	10%	5%	5%	20%
Total	20%	40%	40%	100%



Business Studies

Board Developed Course – 2 units

Syllabus Components	Task 1 Business Research Report Term 2 Week 2	Task 2 Business Plan Creation Term 3 Week 4	Task 3 Final Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding	10%	10%	20%	40%
Stimulus-based skills		10%	10%	20%
Inquiry & research	15%	5%		20%
Communication of business information	5%	5%	10%	20%
Total	30%	30%	40%	100%



Economics

Board Developed Course – 2 units

Syllabus Components	Task 1 Report Term 1 Week 8	Task 2 Essay Term 2 Week 8	Task 3 Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding of course content	5%	10%	25%	40%
Stimulus based skills	10%		10%	20%
Inquiry and research	10%	10%		20%
Communication of economic Information, ideas, and issues in appropriate forms	5%	10%	5%	20%
Total	30%	30%	40%	100%

Legal Studies

Board Developed Course – 2 units

Syllabus Components	Task 1 Media Report Term 1 Week 10	Task 2 In Class Test: Essay Term 2 Week 10	Task 3 Preliminary Exam Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding	15%	15%	30%	60%
Research	5%	5%	10%	20%
Communication	5%	5%	10%	20%
Total	25%	25%	50%	100%



Modern History

Board Developed Course – 2 units

Syllabus Components	Task 1 Source Based Term 1 Week 10	Task 2 Historical Investigation Russia Term 2 Week 10	Task 3 Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding of course content		15%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	5%	20%
Historical inquiry & research	20%			20%
Communication of historical understanding in appropriate forms	5%	10%	10%	20%
Total	30%	30%	40%	100%



Society & Culture

Board Developed Course – 2 units

Syllabus Components	Task 1 Intercultural Communication Term 2 Week 4	Task 2 Mini Personal Interest Project Term 3 Week 3	Task 3 Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge & Understanding of course content	15%	5%	30%	50%
Application & evaluation of social & cultural research methodologies	5%	20%	5%	30%
Communication of information, ideas & issues	5%	10%	5%	20%
Total	25%	35%	40%	100%



Studies of religion

Board Developed Course – 1 unit

Syllabus Components	Task 1 Vive Voce Nature of Religion and Beliefs Term 1 Week 8	Task 2 Research report Religious Traditional depth study Term 2 Week 7	Task 3 Preliminary Examination Term 3 Weeks 5/6	Syllabus Weighting
Knowledge & Understanding of course content	10%	10%	20%	40%
Source based skills			20%	20%
Investigation and research	10%	10%		20%
Communication of information, ideas & issues	10%	10%		20%
Total	30%	30%	40%	100%



TAS Faculty

Engineering Studies

Board Developed Course – 2 units

Syllabus Components	Task 1: Task 1 Engineering Report Term 2 Week 2	Task 2 Engineering Report Term 3 Week 4	Task 3 Yearly Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge and understanding of course content	10%	20%	30%	60%
Knowledge and skills in research problem solving communication related to engineering practice	10%	20%	10%	40%
Total	20%	40%	40%	100%



Industrial Technology Timber

Board Developed Course – 2 units

Syllabus Components	Task 1 Industry Study Project Term 1 Week 10	Task 2 Preliminary Project Term 3 Week 5	Task 3 Yearly Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge and Understanding of Course Content	10%	10%	20%	40%
Knowledge and Skills in the management, communication and production of projects	10%	30%	20%	60%
Total	20%	40%	40%	100%



Software Design and Development

Board Developed Course – 2 units

Syllabus Components	Task 1: Task 1 Project 1: Designing a computer game Term 2 Week 3	Task 2 Project 2 Term 3 Week 3	Task 3 Yearly Examination Term 3 Weeks 7-8	Syllabus Weighting
Game Design (Design Produce Evaluate, Data Handling, Hardware, Issues, Past Current &Emerging Tech. People, Software)	33%			33%
Robotics & AS + (Design Produce Evaluate, Data Handling, Hardware, Issues, Past Current &Emerging Tech. People, Software)		33%		33%
Examination			34%	34%
Total	33%	33%	34%	100%



Textiles & Design

Board Developed Course – 2 units

Syllabus Components	Task 1 Textiles Art Techniques Portfolio Term 2 Week 2	Task 2 Preliminary Textiles Project Term 3 Week 6	Task 3 Yearly Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge and Understanding of Course Content	20%	20%		40%
Knowledge and Skills in the management, communication and production of projects	10%		30%	40%
Reading, writing, representing and speaking		20%		20%
Total	30%	40%	30%	100%

Design & Technology

Board Developed Course – 2 units

Syllabus Components	Task 1 Designer Case study Term 1 Week 8	Task 2 Preliminary Project Term 2 Week 10	Task 3 Yearly Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge and Understanding of Course Content	10%	10%	20%	40%
Knowledge and Skills in the management, communication and production of projects	10%	30%	20%	60%
Total	20%	40%	40%	100%



Performing Arts Faculty

Music 1

Board Developed Course – 2 units

Syllabus Components	Task 1: Core Performance Term 2 Week 6	Task 2: Performance Term 2 Week 4	Task 3: Preliminary exam Term 3 Weeks 7/8	Syllabus Weighting
Performance		40%		40%
Composition	20%			20%
Listening			40%	40%
Total	20%	40%	40%	100%

Music 2

Board Developed Course – 2 units

Syllabus Components	Task 1: Composition Term 3 Week 2	Task 2: Performance Term 3 Week 4	Task 3: Preliminary Examination Term 3 Weeks 7/8	Syllabus Weighting
Performance		40%		40%
Composition	20%			20%
Listening			40%	40%
Total	10%	40%	50%	100%



Dance

Board Developed Course – 2 units

Syllabus Components	Task 1: Term 1 Week 3	Task 2: Term 2 Week 5	Task 3: Preliminary Examination Term 3 Week 7/8	Syllabus Weighting
Performance	20%		30%	50%
Composition		30%		30%
Appreciation			20%	20%
Total	20%	30%	50%	100%

Drama

Board Developed Course – 2 units

Syllabus Components	Task 1: Production Performance Term 2 Week 2	Task 2: Performance Workshop Term 2 Week 6	Task 3: Preliminary Exam Term 3 Week 7/8	Syllabus Weighting
Making	10%	10%	20%	40%
Performing	10%	10%	10%	30%
Critically Studying		10%	20%	30%
Total	20%	30%	50%	100%



Visual Arts & Languages

Visual Arts

Board Developed Course – 2 units

Syllabus Components	Task 1: Exploring Representation extended response and practical artwork	Task 2: Practical task	Task 3: Yearly Examination	Syllabus Weighting
	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 7/8	
Art Making	20%	30%		50%
Art Criticism and Art History	20%		30%	50%
Total	40%	30%	30%	100%



Italian Beginners

Board Developed Course – 2 units

Syllabus Components	Task 1: Family Life	Task 2: Education Shopping	Task 3: Yearly Examination	Syllabus Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7/8	
Listening		20%	10%	30%
Reading	20%		10%	30%
Speaking		10%	10%	20%
Writing	10%		10%	20%
Total	30%	30%	40%	100%



Italian Continuers

Board Developed Course – 2 units

Syllabus Components	Task 1: Personality Identity and Education	Task 2: Dailey Routines Neighbourhood	Task 3: Yearly Examination	Syllabus Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 7/8	
Listening		15%	15%	30%
Reading		15%	15%	30%
Speaking	15%		5%	20%
Writing	15%		5%	20%
Total	30%	30%	40%	100%



PDHPE Faculty

Personal Development, Health and Physical Education

Board Developed Course – 2 units

Syllabus Components	Task 1 Better Health for Individuals Term 1 Week 6	Task 2 The Body in Motion Term 2 Week 5	Task 3 Preliminary Examination Term 3 Weeks 7-8	Syllabus Weighting
Knowledge and Understanding	20%	10%	10%	40%
Skills	10%	20%	30%	60%
Total	30%	30%	40%	100%

Sport, Lifestyle & Recreation

Board Endorsed Course – 2 Units

Syllabus Components	Task 1 Sports Administration Cross Country Critical Analysis Term 2 Week 1	Task 2 Fitness Training Journal and Fitness Term 3 Week 2	Final Examination Term 3 Weeks 7/8	Syllabus Weighting
Knowledge and Understanding	10%	10%	20%	40%
Skills	20%	20%	20%	60%
Total	30%	30%	40%	100%



Community & Family Studies

Board Developed Course – 2 units

Syllabus Outcomes	Task 1 Interview Resource Management Term 1 Week 8	Task 2 Case Study Conflict Term 2 Week 7	Task 3 Yearly Examination Term 3 Weeks 7-8	Syllabus Weighting
Knowledge and understanding of course content	10%	15%	15%	40%
Skills in critical thinking, research, methodology, analysing and communicating	20%	20%	20%	60%
Total	30%	35%	35%	100%



Vocational Education & Training

Vocational Education & Training (VET) courses are studied over Year 11 and Year 12 and allow students to combine HSC study with work towards specific VET competencies. Competency-based courses differ from other HSC courses in that work or skills are assessed as competent or not-yet competent. Specific tasks such as the HSC Trial Exam may be marked similar to other subjects, and this mark will contribute to an internal assessment mark for HSC examination purposes.

VET Courses offered at Engadine High School for 2016 include:

- Entertainment Industry
- Construction
- Hospitality Food & Beverage Café Skills
- Sports Coaching

You will have already received specific information on competencies and assessment from your teacher and/or faculty for each specific course.

In general, the Year 11 Yearly is weighted 20% and the HSC Trial is weighted 80%. Specific competencies may be assessed on an on-going basis and do not form part of the HSC internal assessment schedule or regime. Your teacher/faculty will inform you of the specifics that relate to your course.

Please note that VET Assessment Schedules will be published at a later date.



Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of

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

Analyse Identify components of a relationship between them; draw out and relate impressions

Apply Use, utilise, employ in particular situation

Appreciate Make a judgement about the value of

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

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build: put together items or arguments

Contrast Show how things are different or opposite

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

Deduce Draw conclusions

Define Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

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

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make a **relationship** between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify Recognise and name

Interpret Draw meaning from

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketch in general terms; indicate the main feature of

Predict Suggest what may happen based on available information

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

Recall Present remembered ideas, facts or experiences

Recommend Provide reasons in favour

Summarise Express, concisely, the relevant details

Synthesise Putting together various elements to mark

