

Glendale Technology High School

Year 12

Assessment Policy and Subject Schedules



2020

Updated 26/3/2020

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HSC Assessment Policy Student Information 2019-20

Introduction:

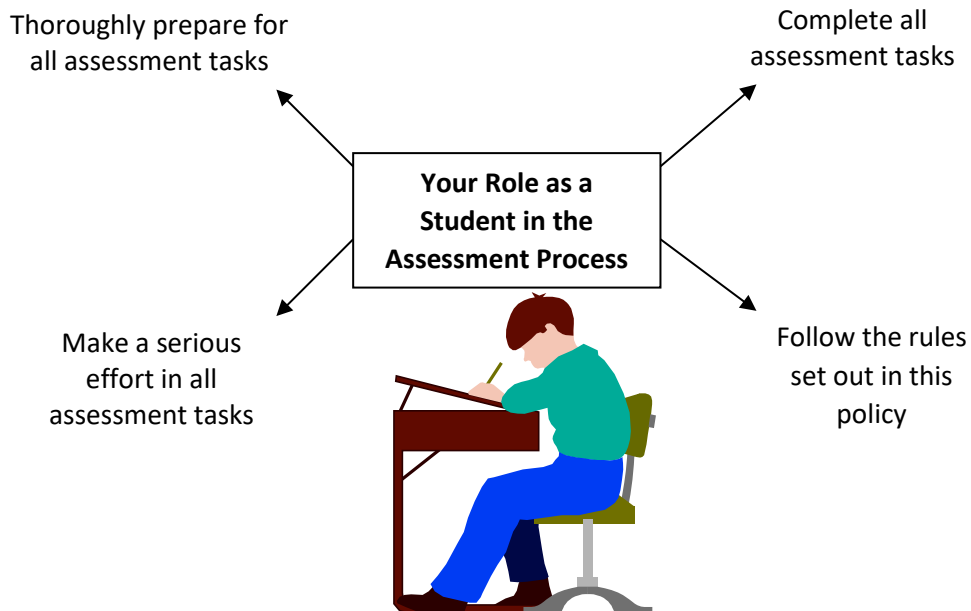
This booklet has been prepared for issue to students in Year 12 at Glendale Technology High School. It is aimed to give those students and their parent's information on student assessment for their HSC Courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. **Please keep this booklet for future reference.**

What is Assessment and why is it important?

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority (NESA). A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

On your HSC Result Notices you will receive an assessment mark for each of your courses. These marks are based on the quality of student performances in specified course assessment tasks undertaken whilst completing the relevant HSC course.

NESA has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



What do I need to do to be a successful student?

Students need to satisfactorily achieve the requirements set by NESA for Year 11 & Year 12 Courses. NESA is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).

To satisfactorily complete an HSC course, students must have:

- ✓ **followed** the course developed or endorsed by NESA;
- ✓ **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.

and for students undertaking VET courses:

- **undertake** any mandatory work placement.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted.

NOTE: A student must successfully complete at least 10 units in a Year 12 program to be eligible for the award of the HSC in that year. This is critical knowledge for those who are only studying 10 units in their HSC year.

How will I be assessed?

Your final assessment mark will be based on the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

In VET subjects, students are assessed by the completion of specified competencies within a set assessment schedule. These are generally practically based and are assessed on an on-going basis throughout the year and therefore do not follow the same pattern as set assessment tasks in non-VET subjects. Students will be notified of the requirements and deadlines for each competency and be given opportunity to demonstrate these effectively as each course progresses.

What are “Standards”?

The HSC uses a standards-referenced approach for assessing and reporting student achievement. The approaches to be used by schools to provide internal assessment marks will build on the sound practices currently used in schools. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

What is Assessment for Learning?

Teachers use assessment for learning opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. This type of assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. These activities provide evidence for teachers and inform the feedback to be given students in relation to improving their learning.

What information will I be told about assessment?

In this booklet, you have been given Year 12 Assessment Schedules which outline the assessment details for ***each of the courses*** you are studying. It includes both formal assessment tasks and assessment for learning activities. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- the relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

There will be no assessment tasks scheduled for submission within the 2 weeks prior to the Trial HSC examinations

In the administration and management of formal assessment tasks students will be given:

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;
- progressive feedback about how you are performing in each course relative to other students in the course (recorded as the Assessment Ranking on two formal school reports during their HSC year);
- information / warnings of school concerns, where you are in danger of not meeting NESA or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher interviews, up to two formal NESA warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem).
- appropriate consideration/support arrangements when you have raised genuine problems in advance, or when you have provided proof in the Appeals process of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for Year 12 repeat students (ie that you comply with the requirements of the current program), and for students transferring from other schools/interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and
- a school review/NESA appeal, if you are informed by the Principal that the school is recommending to NESA that you have not studied HSC course(s) satisfactorily.

In the administration and management of Assessment for Learning tasks students will be given:

- What is required to be completed and the timeframe in which it is to be completed.
- Clear overview of what is required to be successful for the task.
- Specific feedback about the strengths of the work completed and what needs to be undertaken to improve what has been submitted.
- A warning for not "applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school" if the tasks are not completed and submitted.

How will my final assessment mark be determined?

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Why are marks gained in H.S.C. Assessment important?

If you were to score 60 as your HSC exam mark in English, and 70 as a moderated assessment mark, then the mark in English will be 65. This will contribute towards your best 10 units for tertiary entrance, (Australian Tertiary Entrance Rank - ATAR).

As shown by this example, your scaled HSC exam mark and your moderated assessment mark that will be recorded on your Record of Achievement will be averaged to give a mark that will go towards your aggregate score. Doing your best in every HSC assessment task throughout Year 12 is therefore very important.

What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- lodge an ***Illness, Injury and Misadventure Application*** (see proforma following) within two (2) school days of their return to school, where a task has been missed because of absence; and
- provide proof that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, 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 and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- 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.

What if I disagree with the teacher's assessment?

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned.

If your ranking or position in the group (as shown on your Half Yearly and Yearly Reports), is significantly different from what you expected, you should ask your teacher to check your final assessment mark.

At the end of the last HSC examination, Year 12 students will be given a pin number from NESAs that allows them to access their assessment ranking/position for each course. If this is significantly different from what you expected, you can request the Principal to review your assessment marks. A panel will be established to ensure that the assessment weightings used were the same as those set by NESAs, that the assessment procedures followed were the same as those stated in the course assessment program, and that no computational or clerical errors occurred.

What if I fail to complete a task or submit a task late?

Assessment tasks will be due on or by specified dates throughout Year 12. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date (due to absence or illness) will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.
- Up to five days extension may be given for late work, if in the view of the appeals committee there is a valid reason for lateness.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. Should you require such special consideration for any assessment task (including formal exams) you should complete an "**Illness, Accident or Misadventure Application**" (also known as an **Appeals Form** – see page 41), which is yellow in colour – collect it from the Head Teacher concerned, Year Adviser or Deputy Principal. **You should then return the completed form to the Deputy Principal on the following school day. Delays may result in your appeal being declined.**

The school's assessment may compensate for factors such as extended illness, misadventure, or domestic problems. A student who is absent, or adversely affected during a particular task, will not necessarily receive a reduced mark for that task, provided that the appeal process is followed.

Please note:

- ✓ Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hours prior to the due date to avoid such issues.
- ✓ It is **your responsibility** to complete and submit an appeal form.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

NOTE: Warning letters are sent home to formally inform students/parents that course requirements are not being met. They indicate the action necessary to rectify the problem. If the problem is not rectified within the set time an "N" Determination could be awarded from the school after two "N" Award Warnings in a particular course.

What happens when I make an appeal?

Appeals must be handed to the Deputy Principal who has responsibility for the student on the form shown here. These forms must be handed on either the first or second day of attendance after the closing date for the task.

The Deputy Principal will then form a panel with the subject Head Teacher, alternate Deputy Principal and / or your Year Adviser. This panel will evaluate your appeal for special consideration. You will be advised by the Deputy Principal in writing of the decision and they will also notify your class teacher. Depending on the circumstances, your appeal might;

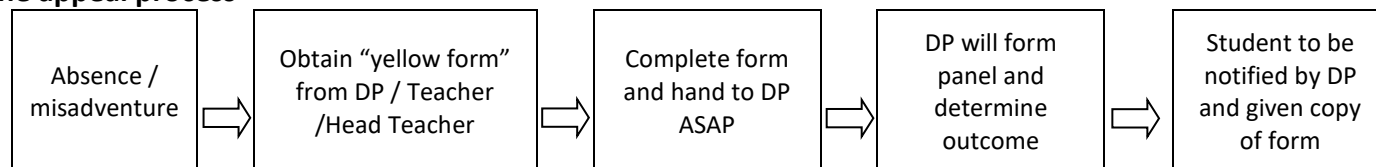
- Be accepted without penalty
- Grant you an extension of time
- Require you to complete a substitute task
- Allow an estimate based on other evidence to be awarded
- Be rejected altogether.

You have the right to appeal this determination, in which case, an appeals committee led by the Principal will determine a final outcome. Should the reasons not be considered valid (or no appeal is made), then a reduced or a zero mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform NESA that you have not satisfactorily completed the course. This will result in an N-determination for the course and you may not qualify the award of the HSC.

NOTE:

- There is no ground for appeal against the value of the mark given.
- Medical Certificates are expected in cases of absence through illness.

The appeal process



What format will my Higher School Certificate have?

You will receive:

- **Course Report** for each course. It will contain an Examination Mark, School Assessment Mark, HSC mark and the Performance Band.
- **Record of Achievement.** List of all courses with assessment mark, examination mark, HSC mark and the Performance Band.
- **Higher School Certificate Testamur-** stating that the student has met requirements for the HSC.

The maximum mark awarded for both examination and assessment in each 2 Unit course is 100 marks. For Extension Courses a maximum mark is 50. The Year 12 Board Endorsed Courses will show one mark only, the School's Assessment Mark, as there is no HSC examination for these courses.

Appendix - GTHS Examination Policy

It is necessary to have set exam rules to ensure that our examinations are fair for all students.

- a. Students are responsible for copying down or collecting their own exam timetables correctly, and for ensuring they attempt the correct exam paper.
- b. All students should ensure that they are present at the exam room by the starting time of the paper. For all senior examinations, normal HSC Examination reading times of 5 minutes in each paper will be allowed.
- c. All bags, books etc. must be left outside the exam room, or at the front of the room. No food or drink is permitted in the exam room.
- d. Mobile phones and any other digital devices (including watches) are banned from examination rooms.
- e. Students should provide all the necessary equipment required for each exam. eg. ruler, calculator, eraser etc. Borrowing of equipment is not permitted.
- f. Students should sit in rows as instructed by the supervising teacher.
- g. Student behaviour in the exam room should be such so as not to disturb the other candidates. Eating, talking, shuffling of papers etc is not permitted. Any students who persist in causing a disruption and disturbing the work of other students may be removed from the exam room and have their paper cancelled.
- h. Students suspected of, or caught cheating during an exam, will have their papers taken, and details noted by the supervisor. Action taken may include marks being deducted, the paper cancelled and a zero mark recorded, parents being contacted, disciplinary action as part of the School Discipline Policy.
- i. Students who do not make a serious attempt at an examination will not receive a mark in that paper. This includes answers, which contain frivolous or objectionable material.
- j. Examinations are to take priority over all other activities, such as sport, holidays, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students see their teacher or the Head Teacher of the subject and their Year Adviser if this is the case.
- k. No student will be permitted to leave the examination room prior to the completion time of the paper. Any student who completes their work early should spend their time checking through their paper for any missed questions or incomplete work.
- l. Students are required to wear normal school uniform for each examination.
- m. If applied for and granted, students who are to receive special provisions for exams will be supervised separately to facilitate extra time, readers / writers or other conditions allowed for the student.

Staff on supervision should engage in active supervision - extra care will be needed in cases where the students are using their own paper.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Ancient History

Units: 2

Head Teacher: Mr S Budden



Assessment Components	Task 1	Task 2	Task 3	Task 4
	Task description	Historical Analysis Cities of Vesuvius	Source Study Ancient Societies	Essay Historical Periods
Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5/6
Outcomes	AH12 - 2, 6, 7, 8, 10	AH12- 5, 6, 7, 9	AH12- 1, 5, 6, 9	AH12- 1, 2, 3, 5, 6, 7, 9
Knowledge and understanding of course content	5%	5%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations		10%	5%	5%
Historical inquiry and research	15%		5%	
Communication of historical understanding in appropriate forms	5%	5%	5%	5%
	25%	20%	25%	30%

Assessment for Learning

Learning Strands / Tasks	Source Evaluation:	Historical Analysis	Short Answer Questions	Source Study	Essay Plan	Essay: Historical Periods	Practice Section 3 Questions	Trial HSC Examination
Accounts for the nature of continuity and change and proposes arguments about cause and effects of historical events		✓				✓	✓	✓
Assesses the role and significance of historical features, individuals and groups in shaping the past and accounts for different perspectives of individuals and groups			✓	✓		✓	✓	✓
Analyses and evaluates a range of sources to support historical accounts and show differing interpretations of the past	✓	✓	✓	✓		✓		✓
Demonstrates the skills required to undertake historical inquiry	✓	✓				✓		
Communicates historical knowledge and understanding, using appropriate concepts and terms and in well-structured forms			✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Biology

Units: 2

Head Teacher: Mrs S. Idris



	Task 1	Task 2	Task 3	Task 4	
Task description	Model Building	Depth Study	Investigation	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 6	Term 3 Week 4/5/6	
Assessment Components	Outcomes	BIO12 – 3, 4, 6, 7, 12	BIO12 – 1, 3, 6, 7, 12, 13	BIO12 – 1, 2, 3, 4, 5, 6, 14	BIO12 – 1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically	15%	20%	15%	10%	
Knowledge and understanding of Biology	5%	10%	5%	20%	
	20%	30%	20%	30%	

Assessment for Learning

Learning Strands / Tasks	Heredity	Model Building	Genetic Change	Depth Study	Infectious Disease	First Hand Investigation	Non-Infectious Disease and Disorders	Trial HSC Examination
Demonstrated skills in planning and conducting first hand investigations in Biology		✓		✓		✓		✓
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓	✓
Explained the structures of DNA and analysed the mechanisms of inheritance and how processes of reproduction ensure continuity of species	✓	✓		✓				✓
Explained natural genetic change and the use of genetic technologies to induce genetic change			✓	✓				✓
Analysed infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system					✓	✓		✓
Explained non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Business Studies

Units: 2

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task description	Operations Extended Response	Marketing Plan	Financial Analysis	Trial HSC Examination
	Date Due	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5/6
Assessment Components	Outcomes	H1 H2 H3 H6 H7 H8	H4 H7 H8 H9	H6 H8 H9 H10	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10
Knowledge and Understanding		10%	10%	5%	15%
Stimulus Based				10%	10%
Inquiry and Research		5%	10%	5%	
Communication		5%	5%	5%	5%
		20%	25%	25%	30%

Assessment for Learning

Learning Strands / Tasks	In Class Test: Operations	Multiple Choice Questions	Short Answer Questions	Marketing Plan	Business Report	Financial Report Analysis	Extended Response	Trial HSC Examination
Explains nature, role and structure of business	✓		✓					✓
Examines the internal and external influences on business	✓		✓	✓		✓		✓
Describes the functions and processes of business activity	✓	✓	✓	✓	✓		✓	✓
Analyses management strategies and their effectiveness			✓	✓		✓	✓	✓
Investigates, synthesises and evaluates contemporary business issues and hypothetical and actual business situations	✓			✓	✓	✓		✓
Communicate business information and issues using appropriate formats	✓			✓	✓		✓	✓
Apply mathematical concepts appropriate to business situations						✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Chemistry

Units: 2

Head Teacher: Mrs S. Idris



	Task 1	Task 2	Task 3	Task 4
Task description	Depth Study	First Hand Investigation	Research Task	Trial HSC Examination
Date Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5/6
Assessment Components	CHE12 – 1, 2, 3, 4, 5, 6, 7, 12	CHE12 – 1, 2, 3, 4, 6, 7, 13	CHE12 – 4, 5, 6, 7, 14	CHE12 – 1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically	20%	15%	20%	5%
Knowledge and understanding of Chemistry	5%	10%	5%	20%
	20%	25%	25%	25%

Assessment for Learning

Learning Strands / Tasks	Equilibrium and Acid Reactions	Depth Study	Acid/Base Reactions	First Hand Investigation	Organic Chemistry	Research Task	Applying Chemical Ideas	Trial HSC Examination
Developed skills in applying the processes of working scientifically	✓	✓	✓	✓	✓	✓	✓	✓
Explained the characteristics of equilibrium systems and the factors that affect these systems	✓	✓						✓
Described, applied and quantitatively analysed acids and bases using contemporary models			✓	✓				✓
Analysed the structure of and predicted reactions involving carbon compounds					✓	✓		✓
Described and evaluated chemical systems used in design and analysed chemical processes							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Community and Family Studies

Units: 2

Head Teacher: Mr. M. Beecham



	Task 1	Task 2	Task 2	Task 4
Task description	Independent Research Task (IRP)	Groups in Context Shark Tank	Parenting and Caring Portfolio	Trial HSC Examination
Date Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5/6
Assessment Components	Outcomes	H4.1, H4.2	H3.2, H4.2	H1.1; H2.2; H3.2, H5.2
Knowledge and understanding of course content			10%	15%
Skills in critical thinking, research methodology, analysing and communicating		20%	15%	10%
		20%	25%	25%
				30%

Assessment for Learning

Learning Strands / Tasks	IRP Preparation	Independent Research Task (IRP)	Groups in Context	Groups in Context Shark Tank	Parenting and Caring	Parenting and Caring Portfolio	HSC Syllabus Option	Trial HSC Examination
Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing	✓					✓		✓
knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing			✓			✓		✓
Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities			✓	✓	✓	✓		✓
Knowledge and understanding about research methodology and skills in researching, analysing and communicating	✓	✓		✓				✓
Skills in the application of management processes to meet the needs of individuals, groups, families and communities	✓				✓	✓		✓
Skills in critical thinking and the ability to take responsible action to promote wellbeing							✓	✓
An appreciation of the diversity and interdependence of individuals, families, groups and communities			✓					

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Earth and Environmental Science

Units: 2

Head Teacher: Mrs S. Idris



		Task 1	Task 2	Task 3	Task 4
	Task description	Depth Study	Research Task	Investigation	Trial HSC Examination
	Date Due	Term 4 Week 7	Term 1 Week 3	Term 2 Week 3	Term 3 Week 4/5/6
Assessment Components	Outcomes	EES12 – 1, 4, 5, 6, 7, 12, 13	EES12 – 2, 5, 6, 7, 12, 13	EES12 – 1, 2, 3, 6, 7, 14	EES12 – 1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15
Skills in working scientifically		15%	15%	15%	15%
Knowledge and understanding of Earth and Environmental Science		15%	5%	5%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Earth's Processes	Depth Study	Hazards	Research Task	Climate Science	First Hand Investigation	Resource Management	Trial HSC Examination
Planned and conducted first hand investigations in Earth and Environmental Science	✓	✓	✓	✓	✓	✓	✓	✓
Communicated information and developed scientific thinking	✓	✓	✓	✓	✓	✓	✓	✓
Solved scientific problems using primary and secondary data, critical thinking skills and scientific processes	✓	✓	✓	✓	✓	✓	✓	✓
Described and evaluated the models that show the structure and development of the Earth	✓	✓	✓	✓				✓
Described and evaluated the causes of Earth's hazards	✓	✓	✓	✓				✓
Analysed the scientific evidence for changes in the Earth's climate					✓	✓	✓	✓
Described and assessed renewable and non-renewable Earth resources							✓	

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Engineering Studies

Units: 2

Head Teacher: Mr. M. Beecham



		Task 1	Task 2	Task 3	Task 4
	Task Description	Module #1 Civil Structures In-Class Exam	Module #2 Personal & Public Transport Research Task	Module #3 Aeronautical Research Task	Trial HSC Examination
	Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9	Term 3 Week 4/5/6
Assessment Components		Outcomes			
		H1.2, H2.1, H5.2, H6.2	H2.2, H3.1, H4.3, H6.1	H1.1, H1.2, H3.2, H4.1, H5.1, H6.1	Any outcome may be assessed
Knowledge and understanding of course content		15%	10%	15%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice		5%	10%	15%	10%
		20%	20%	30%	30%

Assessment for learning

Learning Strands / Tasks	Truss Analysis	Civil Structures In-Class	TXXXC - Impact on Society & Environment	Research Task	Module #1 and #2 Summary	Engineers as Managers & Collaborators	Aeronautical Group Research Task	Aeronautical Problem Solving	Telecommunications Information Pamphlet	Trial HSC Examination
Showed understanding of the scope of engineering and the role of the engineer		✓	✓		✓		✓		✓	✓
Demonstrated knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society		✓	✓	✓						✓
Developed communication skills appropriate to engineering practices			✓	✓	✓		✓		✓	✓
Demonstrated knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice				✓	✓	✓	✓	✓		✓
Developed management and problem-solving skills in engineering contexts	✓	✓				✓	✓	✓		
Exhibited skills in the application of engineering methodology.	✓	✓		✓				✓		

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: English Advanced

Units: 2

Head Teacher: Ms. R. Veitch



		Task 1	Task 2	Task 3	Task 4
	Task description	Texts and Human Experiences: Multimodal Presentation	Module C: Imaginative and Reflection	Module B: Critical Response	Trial HSC Examination
	Date Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4/5/6
Assessment Components	Outcomes	EN12 - 1, 2, 3, 5, 6, 7	EN12 - 1, 2, 3, 4, 5, 9	EN12 - 1, 2, 3, 4	Any outcome may be assessed
Knowledge and understanding of course content		10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		10%	15%	10%	15%
		20%	30%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Discursive Essay	Related Material Textbook	Creative Writing	Context PowerPoint	Critical Essay	Persuasive Task	Reading Task
Communicate through speaking, listening, reading, writing, viewing and representing.	✓	✓	✓	✓	✓	✓	✓
Use language to shape and make meaning according to purpose, audience and context.	✓	✓	✓	✓	✓		✓
Think in ways that are imaginative, creative, interpretive and critical.	✓		✓	✓	✓	✓	
Express themselves and their relationships with others and their world.	✓			✓		✓	✓
Learn and reflect on their learning through the study of English.							

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: English Extension 1

Units: 1

Head Teacher: Ms. R. Veitch



		Task 1	Task 2	Task 3
	Task description	Imaginative Response & Reflection	Critical Response with Related Text	Trial HSC Examination
	Date Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5/6
Learning Strands	Outcomes	EE12 - 2, 4, 5	EE12 - 1, 2, 3, 4	Any outcome may be assessed
Knowledge and understanding of complex texts and of how and why they are valued.		15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation.		15%	20%	15%
		30%	40%	30%

Assessment for Learning

Learning Strands / Tasks	Imaginative Response Draft	HSC Style Creative Response	Task 1	Critical Response Draft	HSC Style Critical Response	Task 2	HSC Style Response	HSC Trial Planning Sheet	Task 3 Trial HSC
Articulate understanding through speaking, listening, reading, writing, viewing and representing.	✓	✓			✓	✓	✓		
Craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts.	✓	✓	✓	✓	✓	✓	✓		✓
Express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorizing about complex texts and values.		✓		✓	✓	✓	✓	✓	✓
Express understanding of how cultural, historical and social contexts are represented in critical and creative texts.	✓	✓	✓	✓	✓	✓	✓		✓
Reflect on and evaluate their own processes of learning and creativity.			✓					✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: English Standard

Units: 2

Head Teacher: Ms. R. Veitch



		Task 1	Task 2	Task 3	Task 4
	Task description	Multimodal presentation	Creative piece and explanation	Analytical response	Trial HSC Examination
	Date Due	Term 4 Week 8	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 4/5/6
Assessment Components	Outcomes	EN12 - 1, 2, 3, 4, 6, 7	EN12 - 1, 3, 5, 7, 8	EN12 - 1, 2, 3, 4, 5, 9	Any outcome may be assessed
Knowledge and understanding of course content		10%	15%	15%	10%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		10%	15%	15%	10%
		20%	30%	30%	20%

Assessment for Learning

Learning Strands / Tasks	Life Writing (Informative)	Multimodal Draft	Narrative Draft	Portfolio of Responses	Persuasive Text	Essay Draft	Discursive Text	Reading Task
Communicated through speaking, listening, reading, writing, viewing and representing	✓				✓	✓		
Used language to shape and make meaning according to purpose, audience and context			✓			✓	✓	✓
Demonstrated thinking in a way that is imaginative, creative, interpretive and critical	✓	✓			✓			✓
Expressed themselves and their relationships with others and their world			✓	✓			✓	
Learned and reflected on their learning through the study of English				✓	✓			

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: English Studies

Units: 2

Head Teacher: Ms. R. Veitch



		Task 1	Task 2	Task 3	Task 4
	Task description	Texts and Human Experiences - Opinion Piece	The Big Screen – Multimedia Task	All modules – Portfolio Task	We are Australian - HSC Trial Examination
	Date Due	Term 4 Week 8	Term 1 Week 8	Term 3 Week 2	Term 3 Weeks 4/5/6
Assessment Components	Outcomes	ES12 - 1, 4, 7, 8	ES12 - 6, 7, 10	ES12 - 3, 4, 7, 10	ES12 - 2, 3, 4, 5, 9
Knowledge and understanding of course content		10%	15%	15%	10%
Skills in: comprehending texts. communicating ideas, using language accurately, appropriately and effectively		10%	15%	15%	10%
		20%	30%	30%	20%

Assessment for Learning

Learning Strands / Tasks	Research Task	Multimedia Presentation	Personal Response	Letter	Personal Response	Reflection Task	Citizenship Task	HSC Trial Planning Sheet
Communicate through speaking, listening, reading, writing, viewing and representing	✓	✓	✓	✓	✓	✓	✓	✓
Use language to shape and make meaning according to purpose, audience and context	✓	✓	✓	✓		✓		✓
Think in ways that are imaginative, creative, interpretive and critical	✓	✓		✓				✓
Express themselves and their relationships with others and their world			✓		✓			
Learn and reflect on their learning through the study of English					✓	✓	✓	

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019 -20

Course: Industrial Technology (Timber)

Units: 2

Head Teacher: Mr. M.Beecham



	Task 1	Task 2	Task 3	Task 4	
Task Description	Project Planning & Development	Industry Study Report	Project Management	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Week 7	Term 3 Week 1	Term 3 Week 4/5/6	
Assessment Components	Outcomes	H3.1, H3.2, H5.1	H1.1, H1.2, H7.1	H3.3, H4.1, H4.2, H4.3, H5.2	Any outcome may be assessed
Knowledge and understanding of course content		10%	10%	10%	10%
Knowledge and skills in the design, management, communication and production of a major project		10%	15%	15%	20%
		20%	25%	25%	30%

Assessment for Learning

Learning Strands / Tasks	Concept Development & Research	Project Planning & Development	Timeline & Construction Diary	Industry Study Report	Extended Response Research Task	Extended Response In-Class Task	Project Management & Construction	Trial HSC Examination
Demonstrated knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry				✓	✓	✓		✓
Demonstrated knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment			✓		✓	✓		✓
Displayed competence in designing, managing and communicating within a relevant industry context	✓	✓	✓				✓	✓
Demonstrated knowledge and skills in producing quality products			✓				✓	✓
Demonstrated knowledge and skills in communication and information processing related to the industry focus area	✓	✓					✓	✓
Developed an appreciation of quality products and the principles of quality control			✓		✓	✓		✓
Developed an appreciation of the relationships between technology, the individual, society and the environment				✓	✓	✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20



Course: Legal Studies

Units: 2

Head Teacher: Mr. S. Budden

	Task 1	Task 2	Task 3	Task 4	
Task description	Crime case study	Focus Study 1 – research essay	Focus Study 2 – research essay	Trial HSC Examination	
Date Due	Term 4 Weeks 10	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5/6	
Assessment Components	Outcomes	H1, H3, H4, H5, H7, H8, H9, H10	H1, H4, H5, H7, H8, H9	H1, H2, H4, H5, H6, H7, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	5%	10%	10%	15%	
Analysis and evaluation		5%	5%	10%	
Inquiry and research	10%	5%	5%		
Communication of legal information, issues and ideas in appropriate forms	5%	5%	5%	5%	
	20%	25%	25%	30%	

Assessment for Learning

Learning Strands / Tasks	Crime Extended response and Multiple choice	Crime case study	Family short and extended response	Family essay	Consumer short and extended response	Consumer Essay	Human rights Multiple choice & short answer	Trial HSC Examination
Explain the nature and institutions of domestic and international law	✓	✓		✓			✓	✓
Evaluates the operation of Australian and international legal systems and the significance of the rule of law	✓	✓				✓	✓	✓
Evaluates the interrelationship between law justice and society and the changing nature of the law.			✓	✓	✓	✓		✓
Investigates, analyses and communicates relevant legal information and issues.		✓	✓	✓	✓	✓		

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Marine Studies

Units: 2

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3
	Task description	Option 6 Coral Reef Ecology Short answer response	Option 24 Personal Interest Project Research and presentation	Option 10 Commercial and Recreational Fishing Report writing
	Date Due	Term 4 Week 6	Term 1 Week 8	Term 2 Week 6
Assessment Components	Outcomes	1.3, 3.3	1.2, 1.5, 2.3	1.1, 2.1, 4.2
Knowledge and understanding outcomes and course content		20%	20%	10%
Skills outcomes and content		10%	20%	20%
		30%	40%	30%

Assessment for Learning

Learning Strands / Tasks	Multiple Choice - Types of coral reefs	Task 1 Coral Ecology	Progress - Personal Interest Project	Task 2 - Personal Interest Project	Short response - Commercial Fishing	Task 3 - Report writing
Knowledge, understanding and appreciation that promote sound environmental practices in the marine environment		✓	✓	✓		
The ability to manage activities cooperatively and communicate in a marine context	✓	✓	✓	✓		
Ability to apply the skills of critical thinking, research and analysis		✓	✓	✓		✓
Knowledge and understanding of marine industries and their interaction with society and with leisure pursuits					✓	✓
Knowledge, understanding and skills of safe practice in the marine context	✓				✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Mathematics Advanced

Units: 2

Head Teacher: Mr M. Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	Statistical Investigation	Functions and Calculus Topic Assignment	Calculus Assignment	Trial Examination
	Date Due	Term 4 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5/6
Assessment Components	Outcomes	MA12-8, 9, 10	MA12-3, 6, 9, 10	MA12-3, 7, 9, 10	MA12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Understanding, fluency and communication		15%	10%	10%	15%
Problem-solving, reasoning and justification		15%	10%	10%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Statistics Quiz	Statistical investigation	Functions Assignment	Functions and Calculus Topic Test	Applications of calculus assignment	Integration Open Book Test	Practise Trial Examination	Trial HSC Examination
Constructs and communicates arguments that prove and justify results	✓	✓	✓	✓	✓	✓	✓	✓
Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of contexts			✓	✓			✓	✓
Understands and applies the concepts of differentiation and integration to a range of functions				✓	✓	✓	✓	✓
Solves problems using appropriate statistical processes	✓	✓					✓	✓
Applies the concepts of arithmetic and geometric series in the solution of a range of problems.							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Mathematics Extension 1

Units: 2

Head Teacher: Mr M. Ide



	Task 1	Task 2	Task 3	Task 4	
Task description	Induction and Vectors Class Test	Statistical Investigation	Calculus Topic Assignment	Trial Examination	
Date Due	Term 4 Week 10	Term 1 Week 8	Term 2 Week 10	Term 3 Week 4/5/6	
Assessment Components	Outcomes	ME12-2, 6, 7	ME12-5, 6, 7	ME12-1, 4, 6, 7	ME12-1, 2, 3, 4, 5, 6, 7
Understanding, fluency and communication		10%	15%	10%	15%
Problem-solving, reasoning and justification		10%	15%	10%	15%
		20%	30%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Induction Quiz	Induction and Vectors Class Test	Statistics Quiz	Statistical Investigation	Calculus Assignment	Calculus Topic Test	Practise Trial Examination	Trial Examination
Develop the ability to interpret, justify and communicate mathematics in a variety of forms	✓	✓	✓	✓	✓	✓	✓	✓
Develop efficient strategies to solve problems using pattern recognition, generalization, proof and modelling techniques	✓	✓					✓	✓
Applies concepts and techniques involving vectors and projectiles to solve problems.		✓					✓	✓
Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution					✓	✓	✓	✓
Applies appropriate statistical processes to present, analyse and interpret data			✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 12 Assessment Schedule
2019-20

Course: Mathematics Standard 1 (Applied)
Units: 2
Head Teacher: Mr M Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	Scale Drawing and Trigonometry Project	Finance and Data Assignment	Data and Algebra Assignment	Trial HSC Examination
	Date Due	Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5/6
Assessment Components	Outcomes	MS1-12-3, 4, 9, 10	MS1-12-2, 5, 7, 9, 10	MS1-12-1, 2, 6, 7, 9, 10	MS1-12-1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Understanding, fluency and communication		15%	10%	10%	15%
Problem-solving, reasoning and justification		15%	10%	10%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Measurement Assignment	Scale Drawing and Trigonometry Project	Finance and Data Assignment	Finance and Data Test	Algebra and Data Summary	Algebra and Data Open Book Test	Practice Trial Examination	Trial HSC Examination
Makes informed decisions about financial situations likely to be encountered post-school			✓	✓			✓	✓
Analyses representations of data and carries out simple statistical processes to solve problems and make predictions			✓	✓	✓	✓	✓	✓
Calculates and interprets measurements of simple two dimensional and three dimensional models to solve practical problems and make judgements	✓	✓					✓	✓
Uses algebraic and mathematical models to make predictions about everyday situations					✓	✓	✓	✓
Uses graphical representations of networks to interpret a set of connections and solve related problems							✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20



Course: Mathematics Standard 2

Units: 2

Head Teacher: Mr M Ide

		Task 1	Task 2	Task 3	Task 4
Assessment Components	Task description	Algebra Investigation	Finance and Networks Assignment	Data and Measurement Assignment	Trial Examination
	Date Due	Term 4 Week 7	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5/6
	Outcomes	MS2-12 – 1, 6, 9, 10	MS2-12 – 5, 8, 9, 10	MS2-12 – 2, 3, 4, 7, 9, 10	MS2-12 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Understanding, fluency and communication		15%	10%	10%	15%
Problem-solving, reasoning and justification		15%	10%	10%	15%
		30%	20%	20%	30%

Assessment for Learning

Learning Strands / Tasks	Algebra Quiz	Algebra Investigation	Finance and Networks Assignment	Finance and Networks Test	Data and Measurement Summary	Data and Measurement Open Book Test	Practice Trial Examination	Trial HSC Examination
Makes informed decisions about financial situations likely to be encountered post-school			✓	✓			✓	✓
Analyses representations of data and carries out simple statistical processes to solve problems and make predictions					✓	✓	✓	✓
Calculates and interprets measurements of simple two dimensional and three dimensional models to solve practical problems and make judgements					✓	✓	✓	✓
Uses algebraic and mathematical models to make predictions about everyday situations	✓	✓					✓	✓
Uses graphical representations of networks to interpret a set of connections and solve related problems			✓	✓			✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Modern History

Units: 2

Head Teacher: Mr S Budden



Assessment Components	Task description	Task 1	Task 2	Task 3	Task 4
			Source Based Task- Power and Authority in the Modern World 1919-46	Research Essay- National Study	Historical Analysis- Peace and Conflict
	Date Due	Term 4 Week 6	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5/6
	Outcomes	MH12- 3, 4, 5, 6, 9	MH12- 2, 3, 4, 6	MH12- 1, 4, 8, 9	MH12- 1, 2, 3, 4, 5, 6, 7, 9
Knowledge and Understanding of Course Content		5%	10%	10%	15%
Historical Skills in the Analysis and Evaluation of Sources and Interpretations		10%		5%	5%
Historical Inquiry and Research			5%	10%	5%
Communication of Historical Understanding in Appropriate Forms		5%	5%	5%	5%
		20%	20%	30%	30%

Assessment for Learning

Learning Strands / Tasks	Source Evaluation	Source Based Task	Essay Plan	Research Essay	Historical Analysis Plan	Historical Analysis	Practice HSC Examination	Trial HSC Examination
Accounts for the nature of continuity and change, proposes ideas about varying causes and effects of events and accounts for differing perspectives in the modern world			✓	✓		✓		✓
Evaluates the role and assesses the significance of historical features, people and ideas in shaping and developing the modern world	✓	✓	✓	✓			✓	✓
Analyses and evaluates a range of historical sources to account for different interpretations of the past	✓	✓					✓	✓
Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources					✓	✓		
Communicates historical knowledge and understanding, using appropriate concepts and terms in well-structured forms	✓	✓		✓		✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Music 1

Units: 2

CAPA Coordinator: Ms. B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	ELECTIVE 1 & CORE Viva Voce	ELECTIVE 2 & CORE Composition and Aural	ELECTIVE 3 & CORE Recorded Performance	Trial HSC Examination
	Date Due	Term 4 Week 4	Term 1 Week 6	Term 2 Week 2	Term 3 Week 4/5/6
Assessment components	Outcomes	H1, H2, H3, H5, H6, H7, H8*	H1, H2, H3, H5, H6, H7, H8*	H1, H2, H3, H5, H6, H7, H8*	H1, H2, H3, H4, H5, H6, H7, H8*
	Performance			10%	
	Composition		10%		
	Musicology	10%			
	Aural		10%		15%
	Electives	10%	10%	10%	15%
		20%	30%	20%	30%

*Depending on the elective this may be a performance; or a musicology viva voce; or material from the composition portfolio

Assessment for Learning

Learning Strands / Tasks	Aural Analysis	Viva Voce	Aural Analysis Composition Portfolio	Composition and Aural	Self-evaluation of HSC Practical Program	ELECTIVE 3 and CORE Performance	Aural Portfolio Submission	Trial HSC Examination
Performed stylistically, music that is characteristic of the topic studied					✓	✓		
Improvised and composed music using a range of concepts			✓	✓				
Developed an understanding of musical styles and genres from a number of perspectives	✓	✓						
Communicated an aural understanding of musical concepts in a variety of styles through written responses			✓	✓			✓	✓
Developed knowledge and skills about the concepts of music and music as an art form through either performance, composition or musicology*		✓		✓	✓	✓		✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: PDHPE

Units: 2

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3	Task 4
	Task description	Injury Prevention/ Rehabilitation Report	Priority Issue Analysis	Research and Response	Trial HSC Examination
	Date Due	Term 4 Week 5	Term 1 Week 5	Term 2 Week 9	Term 3 Week 4/5/6
Assessment Components	Outcomes	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H7, H8, H9, H10, H11, H16, H17	H1-H5, H7-H11, H14-H17
Knowledge and Understanding		5%	10%	15%	10%
Skills		10%	10%	20%	20%
		15%	20%	35%	30%

Assessment for Learning

Report Outcomes/Objectives	Injury Classifications	Injury Prevention/ Rehabilitation Report	Health priorities questions	Priority Issue Analysis	Extended Response	Skill analysis	Research and Response	Trial HSC Examination
<i>Knowledge and understanding of the factors that affect health</i>			✓	✓				✓
<i>A capacity to exercise influence over personal and community health outcomes</i>			✓	✓				✓
<i>Knowledge and understanding about the way the body moves</i>		✓			✓	✓	✓	✓
<i>An ability to take action to improve participation and performance in physical activity</i>					✓	✓	✓	✓
<i>Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity</i>	✓	✓						✓
<i>An ability to apply the skills of critical thinking, research and analysis</i>	✓	✓	✓	✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: SLR

Units: 2

Head Teacher: Mr. M. Mansfield



		Task 1	Task 2	Task 3	Task 4	
Task description		First Aid- Report and response	Fitness Report	Website Production	Skills Portfolio	
Date Due		Term 4 Week 5	Term 1 Week 5	Term 2 Week 9	Term 3 Week 1	
Assessment Components		Outcomes	1.3, 2.5, 3.6, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	3.1, 3.2, 4.1	1.1, 1.3, 3.1, 4.2, 4.4
Knowledge and Understanding		10%	10%	10%	10%	
Skills		10%	10%	10%	30%	
		20%	20%	20%	40%	

Assessment for Learning

<i>Report Outcomes/Tasks</i>	First Aid scenarios	First Aid report and response	Fitness circuit design	Fitness report	Internet resource review	Website Production	Skills assessment	Skills Portfolio
Demonstrated knowledge and understanding of the factors that influence health and participation in physical activity	✓	✓	✓	✓			✓	✓
Demonstrated knowledge and understanding of the principles and processes impacting on the realization of movement potential		✓	✓	✓				
Developed the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	✓	✓	✓	✓	✓	✓	✓	✓
Displayed a capacity to influence the participation and performance of self and others		✓		✓	✓	✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Visual Arts

Units: 2

Head Teacher: Ms. B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	BOW Research task	Art writing task	BOW and Process Journal	Trial HSC Examination
	Date Due	Term 4 Week 8	Term 1 Week 10	Term 3 Week 2	Term 3 Week 4/5/6
Assessment Components	Outcomes	H1, H2, H3, H4, H5, H6	H7,H8,H9, H10	H1,H2, H3, H4,H5, H6	H7,H8, H9, H10
Art Making		15%		35%	
Art Writing			30%		20%
		15%	30%	35%	20%

Assessment for Learning

Report Outcomes / Tasks	BOW processes	BOW Interview	Bow research task	Artist Study one	Artist Study two	Art writing task	Artist Statement	Presentation of BOW	BOW Presentation	Trial HSC Exam
Selects and develops subject matter to plan a Body of Work that reflects personal intentions and is formed by the frames	✓		✓					✓	✓	
Initiates and organizes practice that is sustained and reflective, to make a sophisticated Body of Work that explores the CFW	✓		✓					✓	✓	
Demonstrates conceptual strength, coherence and layers of meaning together with resolved technical expertise		✓	✓					✓		
Applies their understanding of practice, frames and conceptual framework in art criticism and history of selected artist.				✓	✓	✓	✓			✓
Construct a significant narrative that explains and evaluates the work selected				✓	✓	✓	✓			✓

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 12 Assessment Schedule

2019-20

Course: Work Studies

Units: 2

Head Teacher: Mr L Tryk



		Task 1	Task 2	Task 3
	Task description	Module 6 Personal Finance	Module 3 Workplace Communication	Module 5 Managing work and Life Commitments
	Date Due	Term 4 Week 9	Term 1 Week 7	Term 2 Week 9
Assessment Components	Outcomes	3, 4, 7, 8	1,2, 5, 8	6, 7, 9
Knowledge and understanding		10%	10%	10%
Skills		20%	20%	30%
		30%	30%	40%

Assessment for Learning

Report Outcomes / Tasks	Personal Finance Strategies	Personal Finance	Appropriate Communications	Workplace Communication	Engaging in Volunteer Activities	Managing work and Life Commitments
Knowledge and understanding of work, the work environment and skills for employment	✓		✓	✓		
Knowledge and understanding of employment options, career management, life planning and further education and training		✓	✓			
Skills for success in the workplace	✓	✓	✓	✓	✓	✓
Skills in critically assessing personal and social influences on individuals and groups		✓		✓	✓	✓

Students are expected to maintain sustained and diligent effort at all times during course work.

School Name: **Glendale Technology High School**

Student Competency Assessment Schedule

COURSE: HSC 2020 Construction Pathways

Assessment Events for Certificate II in Construction Pathways CPC20211		Event 3	Event 4	Event 5	HSC Trial Exam	Work Placement 2	
		Tiling or Concreting	Basic Levelling	Construction Project			Holistic
		TBC	Week: 10 Term: 4	TBC			Week: 2 Term: 3
Code	Unit of Competency	Select 1 Field Only					
CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	X					
CPCCCO2013A	Carry out concreting to simple forms						
CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and block laying materials Use bricklaying and block laying tools & equipment						
CPCCCM2006A	Apply basic leveling procedures		X				
CPCCCN2005A	Use construction tools and equipment <small>*Any additional units as determined by assessment</small>			X			
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, polices and pros				X		
CPCCCM1014A	Conduct workplace communication					X	

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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



School Name: GLENDALE HIGH SCHOOL
COURSE: HSC 2020 Hospitality SIT20316 Strategy A

Student Competency Assessment Schedule

Assessment Events for Certificate II in Hospitality SIT20316 (Food and Beverage)		Topic Quizzes All units Theory online	Event 2 Working in Industry	Event 3 Appetisers and salads	Event 4 Source and Use Information.	Event 5 Portfolio final	Work Placement 35 hrs	Trials*
Code	Unit of Competency	Completed as per scope and sequence	Week: 8 Term: 4	Week: 1 Term 1	TBC	TBC	TBC	Week: 4,5,6 Term: 3
SITHFAB007	Serve Food and Beverage (HSC)		√			√		√
SITHFAB004	Prepare non-alcoholic beverages (HSC)		√			√		√
BSBWOR203	Work effectively with others (HSC)	√	√	√		√		√
SITHCCC006	Prepare Appetisers and salads	√				√		
SITHCCC002	Prepare simple dishes	√		√		√		
SITHCCC001	Use food preparation equipment	√		√				
SITXCOM002	Show social and cultural sensitivity	√				√		
SITXCCS003	Interact with customers (HSC)	√	√			√		√
SITHIND002	Source and use information on the hospitality industry (HSC)	√			√	√		√
SITHIND003	Use Hospitality Skills effectively		√			√	√	

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Selected units only to be confirmed by your teacher.**

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

School Name: Glendale Technology High School
 COURSE: HSC 2020 Kitchen Operations SIT20416

Student Competency Assessment Schedule

Assessment Events for Certificate II in Kitchen Operations SIT20416 (HSC) – HSC examinable units		Topic Quizzes All units At completion of theory delivery of each unit as per scope and sequence	Event 2 Pop up Sandwich bar Date: 18 Nov Week: 6 Term: 4	Event 3 Light bites Date: 2 March Week: 6 Term 1	Event 4 Winner Winner Chicken Dinner TBC	Event 5 Source and Use Information TBC	Event 6 E - Portfolio Final check TBC	Work Placement 2* 35hrs TBC	Trial Exam* Date: Week: 5&6 Term: 3
Code	Unit of Competency								
SITHCCC006	Prepare Appetisers and Salads	√	√	√			√		
SITHKOP001	Clean Kitchen premises and equipment (HSC)	√	√	√	√		√		√
SITHCCC003	Prepare and present sandwiches	√	√				√		
SITHCCC005	Prepare dishes using basic methods of cookery (HSC)	√	√	√	√		√		√
BSBWOR203	Work effectively with others (HSC)	√	√	√	√		√		√
SITHIND002	Source and Use information on the Hospitality Industry (HSC)	√				√	√		√
SITXINV002	Maintain the quality of Perishable Items	√			√		√		
SITHCCC001	Use food preparation equipment (HSC)	√	√	√	√		√		√
BSBSUS201	Participate in Environmentally Sustainable work practices							√	
SITHCCC011	Use cookery skills effectively			√	√		√	√	

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements. *Selected units only to be confirmed by your teacher.

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

School Name: Glendale Technology HS

COURSE: HSC Sports Coaching 2019/2020

Student Competency Assessment Schedule

Assessment Events for SIS20513 Certificate II in Sport Coaching			Event 6	Event 7	Event 8	Event 9	Event 5
			Basketball Specialisation	Communication in Sport	Motor Skills	Sport Industry Knowledge	FIRST AID
			Week 9 Term 4, 2019	Week 5 Term 1, 2020	TBC	TBC	ANY TIME IN YEAR
Cluster	Code	Unit of Competency					
Specialisation Units Basketball	SISSBSB201A	Teach fundamental basketball skills	X				
	SISSBSB202A	Teach fundamental basketball tactics and game strategy	X				
	SISSBS205	Interpret and apply the rules of basketball	X				
	SISSSDE201	Communicate effectively with others in a sport environment		X			
	SISSSOF101	Develop and update officiating knowledge		X			
	SISSCO202	Coach beginner or novice participants to develop fundamental motor skills			X		
	SISXCAI101A	Provide equipment for activities			X		
	SISXIND211	Develop and update sport, fitness and recreation industry knowledge				X	
	HLTAID003	Provide first aid					X

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

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

My Assessment Tasks

Term	Week	Date	Subject and Task Name
Term 4 - 2019	1	14 – 18 th October	
	2	21 st – 25 th October	
	3	28 th – 1 st Oct / Nov	
	4	4 th – 8 th November	
	5	11 th – 15 th November	
	6	18 th – 22 nd November	
	7	25 th – 29 th November	
	8	4 th – 6 th December	
	9	9 th – 13 th December	
	10	16 th – 18 th December	
Term 1 - 2020	1	27 th – 31 st January	
	2	3 rd – 7 th February	
	3	10 th – 14 th February	
	4	17 th – 21 st February	
	5	24 th – 29 th February	
	6	2 nd – 6 th March	
	7	9 th - 13 th March	
	8	16 th – 20 th March	
	9	23 rd – 27 th March	
	10	30 th – 3 rd March / April	
	11	6 th – 10 th April	

Term	Week	Date	Subject and Task Name
Term 2 - 2020	1	27 th – 1 st April / May	
	2	4 th – 8 th May	
	3	11 th – 15 th May	
	4	18 th – 22 nd May	
	5	25 th – 29 th May / June	
	6	1 st – 5 th June	
	7	8 th – 12 th June	
	8	15 th – 19 th June	
	9	22 nd – 26 th June	
	10	29 th – 3 rd July	
Term 3 - 2020	1	20 th – 24 th July	
	2	27 th – 31 st July	
	3	3 rd – 7 th August	
	4	10 th – 14 th August	Trial HSC Examinations begin (Thursday / Friday)
	5	17 th – 21 st August	Trial HSC Examinations (cont)
	6	24 th – 28 th August	Trial HSC Examinations (cont)
	7	31 st – 4 th Aug / Sept	
	8	7 th – 11 th September	
	9	14 th – 18 th September	
	10	21 st – 25 th September	



Illness, Accident and Misadventure Appeal

Student Name: _____ Year: _____

Course: _____

Assessment Task (no. and Name) _____

Due Date of Task: _____

- Please provide your reasons for failing to meet the assessment deadline and provide details to support your case.
- This form should be presented to your class teacher for their input and then a Deputy Principal immediately after missing the task or where possible before that task is due.

Reason: _____

A medical certificate is attached: Yes / No

Signed: _____ Signed: _____
 (Student) (Parent)

School Section:

Teacher Recommendation	<input type="checkbox"/> Recommend approval OR <input type="checkbox"/> <u>Do not</u> recommend approval <input type="checkbox"/> Task has been submitted <input type="checkbox"/> Task <u>has not been</u> submitted <input type="checkbox"/> Extension until _____ (date)	
Signed (Teacher) _____ Date: _____		
Panel members: _____	_____	_____
Date of meeting: _____		
Decision:		
<input type="checkbox"/> Appeal accepted without penalty	<input type="checkbox"/> Extension for task granted until _____	<input type="checkbox"/> Student to complete an alternate task
<input type="checkbox"/> Student to complete / submit the task at an alternate time	<input type="checkbox"/> Student to receive an estimate mark	<input type="checkbox"/> Work to marked with a _____% penalty
Appeal rejected for the following reason: _____		

Date feedback given to student: _____		
Signed: _____	Signed: _____	
(Deputy Principal)	(Student)	

Copy to student file – Copy for student – Original to Faculty Monitoring Folder

