

Year 12 2021

**GUIDELINES AND
ASSESSMENT SCHEDULES**

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A MESSAGE TO ALL YEAR 12 STUDENTS

Dear Students and Parents/Carers,

The Higher School Certificate (HSC) school-based assessment program is an opportunity for students to demonstrate what they have learnt and how they are able to apply that knowledge in a variety of different situations across their courses. This booklet provides outlines for the school-based assessment procedures in every course delivered at Chatswood High School. The procedural guidelines that govern the running of the school-based assessment program are also published in this booklet. This booklet does not address the external assessment program (the HSC examinations) although many of our procedures mirror the procedures used by the New South Wales Educational Standards Authority (NESA).

The assessment outlines published in this booklet indicate a term and week in which the assessment task will take place. The staff will provide a separate assessment notification at least two weeks prior to the assessment task.

Questions relating to specific courses should be directed in the first instance to the teacher of the course. Further clarification can be sought from the Head Teacher of the subject and for all matters relating to the procedures outlined in this booklet students should see the Deputy Principal responsible for Year 12.

It is imperative that every student and their parents/carers review the procedures published in this booklet as they make up the assessment rules every student is expected to follow. Students may be disadvantaged if these rules are not followed.

The school publishes an assessment booklet to facilitate thorough preparation. One of the keys to success for students is forward planning and the appropriate allocation of time. The most successful students will map all of their commitments on a calendar and start their preparation for assessment tasks many weeks in advance. There are times when students begin to feel overwhelmed during their HSC course. Many students use the services of our school counsellor to help them deal with stress throughout the year. The teaching staff, Head Teachers and Deputy Principals are also very good resources to use throughout the year.

I wish you all the best in your pursuit of your HSC over the next four terms. At the completion of the HSC course, the students who have planned ahead, worked consistently to meet deadlines and strived to extend themselves by producing work of the highest quality will achieve results of which they can be justly proud.

I look forward to watching our students mature as young adults taking control of their destiny and pursuing their dreams.



David Osland

Principal

REQUIREMENTS OF STUDENTS

PATTERN OF STUDY

To qualify for the Higher School Certificate (HSC) students must satisfactorily complete a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course (Year 12). Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects.

To satisfy pattern of study requirements for the HSC a student may count a maximum of six units from courses in Science in each study pattern.

SATISFACTORY COMPLETION OF COURSES

According to NESAs, 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:

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

To achieve the outcomes above, students must:

a) satisfactorily complete classwork

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

b) satisfactorily complete assessment tasks

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 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

c) attend school regularly.

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 85% of lessons. If attendance is unsatisfactory a warning letter will be sent. The Department's document "Suspension and Expulsion of School Students – Procedures 2012" details the circumstances in which students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning**. This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESAs requirements for the award of an HSC.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they will be deemed unsatisfactory in that course. This may mean that they are ineligible to receive the HSC.

Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from the NSW Education Standards Authority (NESA) “Rules and Procedures for Higher School Certificate Candidates” covers most of the things you need to know about the HSC.

ASSESSMENT

Student performance, application and the achievement of course outcomes in the HSC course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course. NESA uses a standards-referenced approach to reporting student achievement in the HSC. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

2020–2021 YEAR 12 ASSESSMENT AND THE HSC MARK

How the HSC mark is achieved

With the exception of VET courses and non-ATAR (Australian Tertiary Admissions Rank) courses, the 2021 HSC will record two marks for each Board Developed course studied: an examination mark and a scaled, school-based assessment.

The examination marks will be determined from the individual student’s performance in the HSC examinations, which include written papers and externally marked student ‘Major Works’ and/or performances. The written examinations are held in October/November of Year 12, 2021. ‘Major Works’ include performance and major projects in Design and Technology, Music, Languages, Drama, Society and Culture, English Extension 2 and Visual Arts, and are marked as early as August. Each course will be individually reported. In each course, overall performance, part of which is the School Assessment, will be reported in respect of Performance Bands detailing what a student is able to do.

In each VET course, students may choose to sit for a written HSC examination paper and marks can be shown on the student’s HSC. Marks can also contribute to ATAR calculations provided only one category B course is included in the ten best units being studied for the HSC. No assessment mark is awarded in VET subjects as performance is based on competencies achieved. Schools are required to submit an estimated examination mark for all students entered for the examination. The Trial HSC Examination mark may be used to assist in determining this estimate.

HSC Assessment marks will be derived from tasks set by the school between October of Term 4, 2020, and the end of Term 3 of Year 12, 2021.

If students apply for an ATAR, both the examination marks and the moderated school assessments are used to determine the rank. This is issued by the University Admissions Centre (UAC) in December.

Each tertiary institution sets its own entrance requirements. Virtually all of them will use the ATAR when choosing the students they will admit. For advice in regard to entrance levels and other requirements, students should consult

the school's Careers Adviser, Ms Hunter. Note that the inclusion of 2 units of English is compulsory in the calculation of an ATAR.

ASSESSMENT TASKS

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. Tasks may include tests such as examinations, written assignments, practical activities, fieldwork and projects.

Final assessment marks will reflect a variety of components depending upon the requirements of each course. These assessment components are usually the skills and knowledge which students are expected to acquire. The student's success in mastering the components is measured by his/her performance in the assessment tasks set. An assessment task may be designed to test a single component or a combination of components.

The assessment components will not all necessarily have the same importance or weighting. Similarly, assessment tasks will have different marking schemes. The assessment mark allows for performance over a range of activities to be judged. The mark represents a measure of achievement against a pre-set standard (standards reference).

Each course has an individual assessment program. Assessment tasks may vary between and within subjects.

NOTIFICATION OF ASSESSMENT

Students will be given prior notice in writing of every assessment task. A **"minimum" of two weeks advance warning** will be given prior to the date of completion of each assessment task.

It is the student's responsibility if are absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

SUBMISSION OF WORK

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

LATE SUBMISSION OF TASKS

Responsibility for submitting required work by the due date rests with students. Submission/completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task, and receiving an 'N' warning.

For research tasks and/or projects which are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Malpractice is any activity that allows students 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 their 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 their own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- taking time off before an assessment task to study.

Students may be asked to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Malpractice will be penalised as follows:

- cheating or attempting to cheat = 0 marks awarded for the task.
- copying or using the works of other students = 0 marks awarded for the task.

In all cases of malpractice, parents/caregivers will be notified and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESA.

NON-SERIOUS ATTEMPTS/NON ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render some students ineligible for the award of the HSC. NESAs considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. Students are required to attempt a range of question types throughout the examination paper. It is insufficient to answer multiple-choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper. Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the school Principal of its decision at the time of the release of HSC results.

In school assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESAs's guidelines. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious.

ILLNESS/MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

The right to submit an Illness/Misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. go to the doctor's and get a medical certificate that specifically states what they are suffering from, eg influenza. Certificates simply stating 'unfit for school' do not meet NESAs requirements and will not be accepted.
3. download the school's Illness/Misadventure form from this document (or ask their Deputy Principal for one the morning of their return to school) and complete it attaching the medical certificate.
4. hand the **completed** Illness/Misadventure form with the medical certificate to the relevant Deputy Principal the **morning** of the first day they return to school after their illness. All paperwork must be handed to the Deputy Principal **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

When their sickness has been verified by a medical certificate, the Head Teacher will arrange for them to sit an alternative task.

If the Head Teacher decides that the student should do the original or a substitute task, the student can be required to sit for the task IMMEDIATELY. For example, if they are sick on Friday when an assessment task is due and they return to school on Monday, they must submit or attempt the task as soon as practicable on the Monday.

Illness/Misadventure at school does not cover:

- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of examination instructions
- failure to enter for the examination in the correct course
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
- conditions for which they have been granted disability provisions, unless they experience further difficulties
- courses that are undertaken as a self-tuition student.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. See [Appendix A](#).

THE 'N' WARNING PROCESS

The 'N' warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. An 'N' warning letter may be issued to students if they are 'at risk' for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- attendance issues; and/or
- non/unsatisfactory completion of assessment tasks.

The 'N' warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'. However, if they do not complete the work, a second 'N' warning letter will be issued.

If students receive two 'N' warnings in any one course they may be declared unsatisfactory for the HSC. The Principal can make an 'N' determination which could mean they may not be eligible for the HSC in that course.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what the student must now do
- when the task is to be done (if that is applicable they may also be told if a zero mark has been awarded)

There is a section which should be signed by parents/carers and returned to the Head Teacher.

A sample 'N' warning letter can be found in [Appendix B](#).

ZERO AWARDS

If students fail to hand in an assessment task on the due date, or fail to complete a task on the due date, and don't complete an Illness/Misadventure form with a valid medical certificate attached, they will be awarded a zero mark

and an 'N' warning letter will be sent to parents/carers. They will be given two weeks to complete the task. However, the zero mark will remain.

ASSESSMENT APPEALS

Marks awarded in assessment tasks are not subject to review. If students feel that the **process** of marking was unfair, they may take their concerns to their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESAs and the Department of Education they are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program conform with NESAs guidelines
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program, and
- there were computational or other clerical errors in the determination of the assessment mark.

'N' DETERMINATIONS

An 'N' determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination.

A Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to any student issued with an 'N' determination in any course, or sent to the student's home address. The Principal will also advise the student's parents or guardians (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an ATAR.

DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results at the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed learning difficulties.

To claim disability provisions, students must speak to the Head Teacher Secondary Studies or a School Counsellor. In the HSC year, an application form for NESAs must be completed, including documents required by NESAs. The closing date for the submission of applications is usually late March. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

ATTENDANCE PRIOR TO ASSESSMENT DUE DATE – EQUITY PRINCIPLE

Students must be present at school the day prior to any assessment task. In the case of the Trial examination period, students must be in classes for the whole week prior to the examination period. Students absent prior to a task could

be seen as gaining an advantage as they have additional time to complete the assessment or study for an in-class assessment task. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to an examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a zero award for the task.

USE OF ELECTRONIC DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

These are key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#).

YEAR 12 INTERNAL ASSESSMENT SCHEDULE

Specific assessment information will be found in the following pages for each of the Year 12 courses running in 2020 - 2021. Students should read these carefully and ensure they are familiar with all assessment responsibilities and due dates.

Key Date to remember:

Trial Examination: Term 3, 2021, Weeks 3-5

A specific examination schedule will be published closer to these events. Again, students are responsible for ensuring they know their examination timetable and all permitted materials. Any questions, students should ask the relevant classroom teacher, Head Teacher or Deputy Principal.

Students are encouraged to view the [Assessment Calendar](#) summary in planning their assessment revision and completion.

Syllabus Outcomes

A student:

- AH12-1** accounts for the nature of continuity and change in the ancient world
- AH12-2** proposes arguments about the varying causes and effects of events and developments
- AH12-3** evaluates the role of historical features, individuals and groups in shaping the past
- AH12-4** analyses the different perspectives of individuals and groups in their historical context
- AH12-5** analyses the different perspectives of individuals and groups in their historical context
- AH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH12-7** discusses and evaluates differing interpretations and representations of the past
- AH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH12-10** analyses issues relating to the ownership, custodianship and conservation of the ancient past

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Source Analysis In-class task	Extended Response In-class task	Historical Analysis Oral task In-class task	Trial HSC Examination	
Outcomes Assessed	AH12-4 AH12-6 AH12-9 AH12-10	AH12-1 AH12-2 AH12-3 AH12-8 AH12-9	AH12-5 AH12-6 AH12-7 AH12-8 AH12-9	AH12-1 AH12-2 AH12-5 AH12-6 AH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus Outcomes:

A student:

- BIO12-1** develops and evaluates questions and hypotheses for scientific investigation
- BIO12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- BIO12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO12-5** analyses and evaluates primary and secondary data and information
- BIO12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO12-12** explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13** explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14** analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15** explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3-5	
Nature of Task	Skills / Process test In-class task	Depth Study Hand-in/ In-class task	Research/ test Hand-in/ In-class task	Trial HSC Examination	
Outcomes Assessed	BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-7 BIO12-13	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14	BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Knowledge and Understanding	5	5	10	20	40
Skills in Working Scientifically	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 3-5	
Nature of Task	Class test In-class task	Class test In-class task	Extended Response In-class task	Trial HSC Examination	
Outcomes Assessed	H5, H8, H9, H10	H1, H2, H3, H4, H5, H8, H9, H10	H2, H5, H6, H7, H8, H9	H1 – H10	
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based skills	10	5		5	20
Inquiry and research		5	10	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Syllabus Outcomes

A student:

- CH12-1** develops and evaluates questions and hypotheses for scientific investigation
- CH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH12-5** analyses and evaluates primary and secondary data and information
- CH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH12-12** explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13** describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14** analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15** describes and evaluates chemical systems used to design and analyse chemical processes

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 7	Term 2 Week 8	Term 3 Week 3-5	
Nature of Task	Depth Study In-class task	Practical / process skills In-class task	Practical / process skills In-class task	Trial HSC Examination	
Outcomes Assessed	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14	CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-14	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13	CH12-1 CH12-2 CH12-3 CH12-4 CH12-5 CH12-6 CH12-7 CH12-12 CH12-13 CH12-14 CH12-15	
Knowledge and Understanding	5	5	10	20	40
Skills in Working Scientifically	15	20	15	10	60
Total %	20	25	25	30	100

Syllabus Outcomes

A student:

- H1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- H1.2 exchanges and justifies opinions and ideas
- H1.3 uses appropriate features of language in a variety of contexts
- H2.1 sequences and structures information and ideas
- H2.2 uses a variety of features to convey meaning
- H2.3 produces texts appropriate to context, purpose and audience
- H2.4 produces texts which are persuasive, creative and discursive
- H3.1 identifies main points and detailed items of specific information
- H3.2 summarises and interprets information and ideas
- H3.3 infers points of view, values, attitudes and emotions from features of language in texts
- H3.4 compares and contrasts aspects of texts
- H3.5 presents information in a different form and/or for a different audience
- H3.6 explains the influence of context in conveying meaning
- H3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- H3.8 responds to texts personally and critically
- H4.1 examines and discusses sociocultural elements in texts
- H4.2 recognises and employs language appropriate to different sociocultural contexts
- H4.3 compares and contrasts Australian and Chinese communities

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Oral presentation In-class task	Response to spoken & written texts/review In-class task	Analysis and critical response to texts/review In-class task	Trial HSC Examination	
Outcomes Assessed	1.1,1.3,1.3, 2.1, 2.2, 2.3, 2.4	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	
Listening		10		10	20
Reading		10	20	10	40
Speaking	10				10
Writing		10	10	10	30
Total %	10	30	30	30	100

Syllabus Outcomes

A student:

- H1.1** critically analyses the factors affecting design and the development and success of design projects
- H1.2** relates the practices and processes of designers and producers to the major design project
- H2.1** explains the influence of trends in society on design and production
- H2.2** evaluates the impact of design and innovation on society and the environment
- H3.1** analyses the factors that influence innovation and the success of innovation
- H3.2** uses creative and innovative approaches in designing and producing
- H4.1** identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
- H4.2** selects and uses resources responsibly and safely to realise a quality major design project
- H4.3** evaluates the processes undertaken and the impacts of the major design project
- H5.1** manages the development of a quality MDP
- H5.2** selects and uses appropriate research methods and communication techniques
- H6.1** justifies technological activities undertaken in the MDP and relates these to industrial and commercial practices
- H6.2** critically assesses the emergence and impact of new technologies, and the factors affecting their development.

ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 5	Term 3 Weeks 3-5	
Nature of Task	Personal Project Presentation Hand-in/ In-class task	Innovating and Emerging Technology Case Study Hand-in task	Project Development and Management Report Hand-in task	Trial HSC Examination	
Outcomes Assessed	H1.1, H3.2, H4.1, H5.1	H2.1, H2.2, H3.1, H3.2, H5.2, H6.2	H1.2, H4.1, H4.3, H5.1, H5.2, H6.1	H1.1, H2.1, H2.2, H3.1, H4.2, H6.1	
Knowledge and understanding of course content	5	10	5	20	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	15	10	25	10	60
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

- H1.1** uses acting skills to adopt and sustain a variety of characters and roles
- H1.2** uses performance skills to interpret and perform scripted and other material
- H1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
- H1.5** demonstrates directorial skills
- H2.1** demonstrates effective performance skills
- H2.2** uses dramatic and theatrical elements effectively to engage an audience
- H3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H3.2** analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
- H3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3-5	
Nature of Task	Australian Theatre Essay In-class task	Individual Performance Presentation and Log Book Hand-in/ In-class task	Group Performance and Log Book Hand-in/ In-class task	Trial HSC Examination Written Examination Individual and Group Performance and Log Book	
Outcomes Assessed	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing			20	10	30
Critically Studying	10	10		10	30
Total %	20	20	30	30	100

Syllabus Outcomes:

A student:

- EES12-1** develops and evaluates questions and hypotheses for scientific investigation
- EES12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- EES12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- EES12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES12-5** analyses and evaluates primary and secondary data and information
- EES12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12** describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13** describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14** analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15** describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-5	
Nature of Task	Skills / Process test In-class task	Practical Report Hand-in/ In-class task	Depth Study In-class task	Trial HSC Examination	
Outcomes Assessed	EES12-4 EES12-5 EES12-7 EES12-12	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-14	EES12-5 EES12-6 EES12-7 EES12-15	EES12-1 EES12-2 EES12-3 EES12-4 EES12-5 EES12-6 EES12-7 EES12-12 EES12-13 EES12-14 EES12-15	
Knowledge and Understanding	5	5	10	20	40
Skills in Working Scientifically	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 3-5	
Nature of Task	Class Test In-class task	Class test In-class task	Research Extended Response In-class task	Trial HSC Examination	
Outcomes Assessed	H1, H3, H4, H10, H11	H1, H4, H6, H8, H10, H11	H5, H6, H7, H8, H9, H10, H12	H1–12	
Knowledge and understanding of course content	10	10	5	15	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research		5	10	5	20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 10	Term 2 Week 4	Term 2 Week 10	Term 3 Weeks 3-5	
Nature of Task	Practical task In-class task	Report Hand-in task	Report Hand-in task	Trial HSC Examination	
Outcomes Assessed	H3.1, H4.1, H5.1, H6.1, H6.2	H2.1, H3.2, H3.3, H4.2, H4.3	H1.1, H1.2, H2.2, H3.2, H5.2	H2.1, H3.1, H3.3, H4.1, H6.2	
Knowledge and understanding of course content	10	10	10	10	10
Knowledge and skills in research, problem solving and communication related to engineering practice	20	10	10	20	60
Total %	30	20	20	30	100

Syllabus Outcomes

A student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 3–5	
Nature of Task	Prescribed & Related Text In-class task	Multimodal Online submission	Imaginative response and reflection Hand-in task	Trial HSC Examination Common Module	
Outcomes Assessed	EA12- 1, EA12-6	EA12-2, EA12-4, EA12-8	EA12-5, EA12-9	EA12-3, EA12-7	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	20	30	100

Syllabus Outcomes

A student:

EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts

EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts

EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts

EE12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3-5	
Nature of Task	Written imaginative response and reflection In-class task	Written critical response with related text and multimodal presentation In-class task	Trial HSC Examination	
Outcomes Assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-3	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6	
Nature of Task	Viva Voce (including written proposal) In-class task	Literature review Hand-in task	Critique of the creative process Hand-in task	
Outcomes Assessed	EEX12-1, EEX 2-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100

Syllabus Outcomes

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 3–5	
Nature of Task	Prescribed and related text In-class task	Multimodal Online submission	Imaginative response and reflection Hand-in task	Trial HSC Examination Common Module	
Outcomes Assessed	EN12-1, EN12-6	EN12-2, EN12-4, EN12-8	EN12-5, EN12-9	EN12-3, EN12-7	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	20	30	100

Syllabus Outcomes

A student:

EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 11	Term 2 Week 10	Term 3 Week 3-5	
Nature of Task	Unseen texts and prescribed texts In-class task	Multimodal & Listening Task Online submission and in-class task	Written response and reflection Hand-in task	Trial HSC Examination Common Module	
Outcomes Assessed	EAL12-1A, EAL12-1B EAL12-6	EAL12-2, EAL12-4 EAL12-8	EAL12-5, EAL12-9	EAL12-3, EAL12-7	
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	15	10	50
Total %	25	25	25	25	100

Syllabus Outcomes

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 3–5	
Nature of Task	Prescribed and related text In-class task	Presentation In-class task	Writing portfolio Hand-in task	Trial HSC Examination Common Module	
Outcomes Assessed	ES12-1, ES12-5, ES12-8	ES12-4, ES12-7, ES12-10	ES12-2, ES12-3	ES12-6, ES12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	50
Total %	25	25	20	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3-5	
Nature of Task	Food Experimentation, Research Task and Practical Preparation Hand-in/ In-class task	Research portfolio and Practical task Hand-in/ In-class task	Food Experimentation, Research Task and Practical Preparation Hand-in / In-class task	Trial HSC Examination	
Outcomes Assessed	H2.1, H3.3, H5.1	H1.3, H4.1	H1.1, H4.2	All	
Knowledge and understanding of course content	5	5	5	25	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total (%)	25	25	25	25	100

Syllabus Outcomes

A student:

- H1** explains the changing nature, spatial patterns and interactions of ecosystems, urban places and economic activity
- H2** explains the factors which place ecosystems at risk and the reasons for their protection
- H3** analyses contemporary urban dynamics and applies them in specific contexts
- H4** analyses the changing spatial and ecological dimensions of economic activity
- H5** evaluates environmental management strategies in terms of ecological sustainability
- H6** evaluates the impacts of, and responses of people to, environmental change
- H7** justifies geographical methods applicable and useful in the workplace and relevant to a changing world
- H8** plans geographical inquiries to analyse and synthesise information from a variety of sources
- H9** evaluates geographical information and sources for usefulness, validity and reliability
- H10** applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts
- H11** applies mathematical ideas and techniques to analyse geographical information
- H12** explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 5	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 3-5	
Nature of Task	Fieldwork In-class task	Class test In-class task	Research report Hand-in task	Trial HSC Examination	
Outcomes Assessed	H1, H3, H7, H12	H4, H6, H9, H12	H2, H5, H6, H8, H10, H13	All	
Knowledge and understanding of course content	5	10	10	15	40
Geographical tools and skills	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5	5	5	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus Outcomes

A student:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 2 Week 7	Term 2 Week 10	Term 3 Weeks 3-5	
Nature of Task	Historical Process (proposal, process log, annotated sources) Hand-in task	Essay – History Project Hand-in task	Trial HSC Examination	
Outcomes to Be Assessed	HE12-2 HE12-3 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4	
Knowledge and understanding of significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3-5	
Nature of Task	Planning and Designing Report Hand-in task	Industry Case Study Test In-class task	Design and Progress Evaluation Hand-in task	Trial HSC Examination	
Outcomes Assessed	H3.1, H3.2, H3.3, H4.3, H5.1	H1.1, H1.2, H4.2, H6.1, H6.2, H7.1	H2.1, H3, H4.1, H4.3, H5.1, H5.2, H6.2	H1.1, H1.2, H2.1, H3.2, H3.3, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2, H7.1	
Knowledge and understanding of course content	5	15	0	20	40
Knowledge and skills in the design, management, communication and production of a major project	20	5	30	5	60
Total %	25	20	30	25	100

Syllabus Outcomes

A student:

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

ASSESSMENT PROGRAM

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Weeks 6	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Designing and Planning Presentation Hand-in / In-class task	Product Analysis Hand-in task	Project Development and Management Report Hand-in task	Trial HSC Examination	
Outcomes Assessed	H3.1, H3.2, H3.3, H4.2, H5.1	H3.2, H4.3, H5.2, H6.1	H2.1, H3.3, H4.1, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	40
Knowledge and skills in the management, communication and production of projects	15	15	20	10	60
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 10	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 3-5	
Nature of Task	Information System Project Hand-in task	In Class Topic Test In-class task	Project Solution and Report Hand-in task	Trial HSC Examination	
Outcomes Assessed	H2.1, H3.1, H4.1, H5.2, H7.1	H1.1, H1.2, H2.1, H3.1, H4.1, H5.2	H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1	
Knowledge and understanding of course content	5	20	10	25	60
Knowledge and skills in the design and development of information systems	15	0	20	5	40
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

- H1.1 establishes and maintains communication in Japanese
- H1.2 manipulates linguistic structures to express ideas effectively in Japanese
- H1.3 sequences ideas and information
- H1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- H2.1 understands and interprets information in texts using a range of strategies
- H2.2 conveys the gist of and identifies specific information in texts
- H2.3 summarises the main points in a text
- H2.4 draws conclusions from or justifies an opinion about a text
- H2.5 identifies the purpose, context and audience of a text
- H2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- H3.1 produces texts appropriate to audience, purpose and context
- H3.2 structures and sequences ideas and information
- H3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- H3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Response in English to spoken and written texts In-class task	Response in English and Japanese to written texts/ oral interaction In-class task	Response to written texts/conversation In-class task	Trial HSC Examination	
Outcomes Assessed	2.1, 2.2, 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	
Listening	10	10	10		30
Reading	10		10	10	30
Speaking		10		10	20
Writing		10		10	20
Total %	20	30	20	30	100

Syllabus Outcomes

A student:

- H1.1** uses a range of strategies to maintain communication
- H1.2** conveys information appropriate to context, purpose and audience
- H1.3** exchanges and justifies opinions and ideas
- H1.4** reflects on aspects of past, present and future experience
- H2.1** applies knowledge of language structures to create original text
- H2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to the context, purpose and/or audience
- H2.3** structures and sequences ideas and information
- H3.1** conveys the gist of texts and identifies specific information
- H3.2** summarises the main ideas
- H3.3** identifies the tone, purpose, context and audience
- H3.4** draws conclusions from or justifies an opinion
- H3.5** interprets, analyses and evaluates information
- H3.6** infers points of view, attitudes or emotions from language and context
- H4.1** recognises and employs language appropriate to different social contexts
- H4.2** identifies the values, attitudes and beliefs of cultural significance
- H4.3** reflects upon significant aspects of language and culture

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 4 Week 8	Term 1 Weeks 8-9	Term 2 Week 7	Term 3 Weeks 3-5	
Nature of Task	Response to spoken and written texts In-class task	Response to spoken texts/Oral interaction/composing a written text In-class task	Response in English and Japanese to written texts/conversation In-class task	Trial HSC Examination	
Outcomes Assessed	2.1, 2.3, 3.2, 3.3, 3.4	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Listening	10	10		10	30
Reading	10		10	10	30
Speaking		10	10		20
Writing		10		10	20
Total %	20	30	20	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Speech In-class task	Law Report In-class task	Research Essay Hand-in task	Trial HSC Examination	
Outcomes Assessed	H3, H4, H6, H8, H9, H10	H1, H7, H8, H9	H1, H4, H7, H8, H10	H1–10	
Knowledge and understanding of course content	10	10	10	10	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	10	5		20
Communication of legal information, issues and ideas in appropriate form	5	5	5	5	20
Total %	25	30	25	20	100

Syllabus Outcomes

A student:

- MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3 applies calculus techniques to model and solve problems
- MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6 applies appropriate differentiation methods to solve problems
- MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8 solves problems using appropriate statistical processes
- MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Assignment/ Investigation Hand-in task	Class test In-class task	Class test In-class task	Trial HSC Examination	
Outcomes Assessed	MA12-1, MA12-5, MA12-9, MA12-10	MA12-3, MA12-6, MA12-8, MA12- 10	MA12-7, MA12-8, MA12-10	MA12-1 - MA12-10	
Understanding, Fluency and Communicating	10	13	12	15	50
Problem Solving, Reasoning and Justification	10	12	13	15	50
Total %	20	25	25	30	100

Syllabus Outcomes

A student:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3-5	
Nature of task	Class test In-class task	Assignment/ Investigation Hand-in task	Class test In-class task	Trial HSC Examination	
Outcomes Assessed	ME12-1, ME12-3, ME12-6, ME12-7	ME12-2, ME12-5, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1 - 7	
Understanding, Fluency and Communicating	13	10	12	15	50
Problem Solving, Reasoning and Justification	12	10	13	15	50
Total %	25	20	25	30	100

Syllabus Outcomes

A student:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Assessment Program

Component	Task 1	Task 2	Task 3	Task 3	Weighting
Timing	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 3-5	
Nature of Task	Class test In-class task	Class test In-class-task	Assignment Investigation Hand-in task	Trial HSC Examination	
Outcomes Assessed	MEX12-1, MEX12-2 MEX12-4, MEX12-7 MEX12-8	MEX12-1, MEX12-3, MEX12-5, MEX12-7 MEX12-8	MEX12-6, MEX12-7, MEX12-8	MEX12-1 - 8	
Understanding, Fluency and Communicating	12	13	10	15	50
Problem Solving, Reasoning and Justification	13	12	10	15	50
Total %	25	25	20	30	100

Syllabus Outcomes

A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two dimensional and three dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Class test In-class task	Assignment/ Investigation Hand-in task	Class test In-class task	Trial HSC Examination	
Outcomes Assessed	MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10	
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Class test In-class task	Assignment/ Investigation Hand-in task	Class test In-class task	Trial HSC Examination	
Outcomes Assessed	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-10	MS2-12-8, MS2- 12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-10	
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

- MH12-1** accounts for the nature of continuity and change in the modern world
- MH12-2** proposes arguments about the varying causes and effects of events and developments
- MH12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4** analyses the different perspectives of individuals and groups in their historical context
- MH12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7** discusses and evaluates differing interpretations and representations of the past
- MH12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 3-5	
Nature of Task	Source Analysis Task In-class task	Research and Essay task In-class task	Historical Analysis Oral Task In-class task	Trial HSC Examination	
Outcomes Assessed	MH12-4 MH12-6 MH12-7 MH12-9	MH12-1 MH12-5 MH12-8 MH12-9	MH12-2 MH12-3 MH12-8 MH12-9	MH12-1 MH12-2 MH12-5 MH12-6 MH12-9	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Syllabus Outcomes

A student:

- H1** performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble.
- H2** demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics.
- H3** composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4** stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
- H5** analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations.
- H6** discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context.
- H7** critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
- H8** understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts
- H9** identifies, recognises, experiments with and discusses the uses and effects of technology in music.
- H10** performs as a means of self-expression and communication.
- H11** demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- H12** demonstrates a willingness to accept and use constructive criticism.

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 1 Week 3	Term 2 Week 2	Term 3 Week 1	Term 3 Weeks 3-5	
Nature of Task	Mandatory Topic: Composition portfolio, Core Performance & Sight Singing In-class task	Additional Topic: Research portfolio, Elective performance, Composition, Musicology & Melodic Dictation Hand-in/ In-class task	Mandatory Topic: Composition Portfolio Hand-in task	Trial HSC: Musicology & Aural Examination, Performance & Sight Singing	
Outcomes Assessed	H1, H3, H4, H5, H8, H9, H10, H11, H12	H1, H2, H5, H6, H7, H9, H10, H11, H12	H2, H3, H4, H5, H6, H8, H9, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	
Core Composition	5		15		20
Core Performance	10			10	20
Core Musicology		10		10	20
Core Aural	5	5		10	20
Additional Topic Elective		10		10	20
Total %	20	25	15	40	100

Syllabus Outcomes

PERFORMANCE OUTCOMES

- H1. Performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member.
- H2. Leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others.
- H3. Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed.
- H4. Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed.
- H5. Presents concert and recital programs, which include solving problems concerning programming, organisation and management of concert practice and program development.
- H6. Critically analyses the use of musical concepts to present a stylistic interpretation of music performed.

COMPOSITION

- H1. Composes with highly developed technical skill and stylistic refinement demonstrating an emergence of a personal style.
- H2. Leads critical evaluation and discussion sessions on all aspects of his/her compositions and the compositions of others.
- H3. articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style.

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 3	Term 2 Week 7	Term 3 Week 3-5	
Nature of task	Performance or Composition or Musicology Portfolio In-class task	Performance or Composition or Musicology Portfolio In-class task	Trial HSC Examination	
Outcomes Assessed	H1, H4, H5, H6	H1, H4, H5, H6	H1, H4, H5, H6	
Performance OR Composition OR Musicology	20	40	40	100
Total %	20	40	40	100

Syllabus Outcomes

A student:

- H1** describes the nature and justifies the choice, of Australia’s health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for the new public health approach to health promotion
- H5** explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities
- H6** demonstrates a range of health skills that enable them to promote and maintain health
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to performance needs
- H12** analyses the influence of Socio cultural factors on the way people participate in and value physical activity and sport
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and Physical activity
- H14** argues the benefit of health promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term1 Week 8	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of Task	Option 1: Written In-class task	Core 1: Written Report Hand-in task	Core 2: Written In-class task	Trial HSC Examination	
Outcomes Assessed	H8, H13, H16, H17	H1, H2, H3 H15, H16,	H7, H8, H9, H10, H11, H16, H17	H1-H9 H13-H17	
Knowledge and Understanding of: <ul style="list-style-type: none"> • Factors that affect health • The way the body moves 	5	10	10	10	35
Skills in: <ul style="list-style-type: none"> • Influencing personal and community health • Taking action to improve participation and performance in physical activity. 	5	5	10	10	30
Skills in critical thinking, research and analysis	15	5	5	10	35
Total %	25	20	25	30	100

Syllabus Outcomes

A student:

- PH12-1** develops and evaluates questions and hypotheses for scientific investigation
- PH12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH12-5** analyses and evaluates primary and secondary data and information
- PH12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12** describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13** explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14** describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15** explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 3-5	
Nature of Task	Skills/ processing In-class task	Skills processing In-class task	Depth Study class task Hand-in task	Trial HSC Examination	
Outcomes Assessed	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	PH12-1 PH12-2 PH12-3 PH12-4 PH12-5 PH12-6 PH12-7 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and Understanding	10	5	5	20	40
Skills in Working Scientifically	10	15	25	10	60
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

SE-1 refines and applies the Working Scientifically processes in relation to scientific research

SE-2 analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry

SE-3 interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan

SE-4 uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets

SE-5 analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research

SE-6 analyses and reports on a contemporary issue or an application of science informed by either primary or secondary- sourced data, or both, in relation to relevant publicly available data sets

SE-7 communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 3-5	
Nature of Task	Scientific research portfolio/literature review Hand-in	Statistical case study Hand-in/ In-class task	Scientific research report/ Trial HSC Examination	
Outcomes Assessed	SE-1, SE-3, SE-6, SE-7	SE-4, SE-5, SE-7	SE-1 – SE-7	
Communicating Scientifically	15	5	10	30
Gathering, recording, analysing and evaluating data	5	15	10	30
Application of Scientific research skills	10	10	20	40
Total %	35	35	30	100

Syllabus Outcomes

A student:

- H1** evaluates and effectively applies social and cultural concepts
- H2** explains the development of personal, social and cultural identity
- H3** analyses relationships and interactions within and between social and cultural groups
- H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5** analyses continuity and change and their influence on personal and social futures
- H6** evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9** applies complex course language and concepts appropriate for a range of audiences and contexts
- H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 4 Week 6	Term 1 Week 10	Term 3 Weeks 3-5	
Nature of Task	Presentation In-class task	Test & PIP Process Evidence In-class/ Hand-in	Trial HSC Examination	
Outcomes Assessed	H1, H3, H4, H7, H9, H10	H1, H2, H3, H5, H6, H9, H10	H1 – H10	
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	15	10	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Total %	35	35	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 9	Term 1 Week 5	Term 2 Week 10	Term 3 Weeks 3-5	
Nature of Task	Information System Project Hand-in task	Topic Test In-class task	Project Solution and Report Hand-in task	Trial HSC examination	
Outcomes Assessed	H1.2, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.4	H1.1, H1.3, H2.1, H2.2, H4.2, H6.1	H3.1, H3.2, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.4	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H6.1	
Knowledge and understanding of course content	15	10	5	20	50
Knowledge and skills in the design and development of software solutions	5	10	25	10	50
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

Assessment Program

Component	Task 1	Task 2	Task 3	Weighting
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 3- 5	
Nature of Task	Research and Practicum In-class task	Research and Practicum In-class task	Trial HSC Examination	
Outcomes Assessed	1.3, 2.3, 3.1, 4.2, 4.4	1.4, 1.5, 3.2, 3.3, 4.1	1.1 – 4.4	
Knowledge and understanding	10	10	30	50
Skills	20	20	10	50
Total %	30	30	40	100

Syllabus Outcomes

A student:

H1 explains aspects of religion and belief systems

H2 describes and analyses the influence of religion and belief systems on individuals and society

H3 examines the influence and expression of religion and belief systems in Australia

H4 describes and analyses how aspects of religious traditions are expressed by their adherents

H5 evaluates the influence of religious traditions in the life of adherents

H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

H7 conducts effective research about religion and evaluates the findings from the research

H8 applies appropriate terminology and concepts related to religion and belief systems

H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 4 Week 7	Term 1 Week 6	Term 2 Week 8	Term 3 Weeks 3-5	
Nature of task	Research and related in-class task In-class/ Hand-in task	Research and oral Presentation In-class/ Hand-in task	Research and related in-class task In-class/ Hand-in task	Trial HSC Examination	
Outcomes to Be Assessed	H1, H2, H3, H6, H7, H8, H9	H2, H4, H5, H6, H7, H8, H9	H2, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H8, H9	
Knowledge and understanding of course content	5	10	10	15	40
Source-based skills	5		5	10	20
Investigation and research	5	5	10		20
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100

Syllabus Outcomes

A student:

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

Assessment Program

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Timing	Term 1 Week 1	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-5	
Nature of Task	Development of BOW Hand-in task	Case Study: Written Task In-class task	Development of the BOW and essay (art making practice) Hand-in/ In-class task	Trial HSC Examination (Art Criticism and Art History) Written Examination	
Outcomes Assessed	H1,H3,H4	H7,H8,H10	H1–H10	H6–H10	
Artmaking	20		10	20	50
Art Criticism and Art History		20	10	20	50
Total %	20	20	20	40	100

ASSESSMENT CALENDAR 2020-2021

Term 4 2020 Week	Course	Assessment Summary
5	Geography	Fieldwork Test (In-class task)
6	Society and Culture	Presentation (In-class task)
7	Ancient History	Source Analysis (In class task)
	Earth and Environmental Science	Skills/process test (In-class task)
	Economics	Class test (In-class task)
	Food Technology	Research Task (Hand-in/ In-class task)
	Legal Studies	Speech (In-class task)
	Modern History	Source analysis (In-class task)
	Industrial Technology Multimedia	Planning and Designing Report (Hand-in task)
8	Studies of Religion	Research and in-class task (Hand-in/ In-class task)
	Chemistry	Depth study (In-class task)
	Design and Technology	Personal Project Presentation (Hand-in/ In-class task)
	Drama	Australian Theatre Essay (In-class task)
	English Advanced	Prescribed & Related Text (In-class task)
	English EAL/D	Prescribed and related text (In-class task)
	English Standard	Prescribed and related text (In-class task)
	English Studies	Prescribed and related text (In-class task)
	Industrial Technology Timber	Planning and Designing Presentation (Hand-in/ In-class task)
	Japanese Beginners	Response to English to spoken and written texts (In-class)
	Japanese Continuers	Response to spoken and written texts (In-class task)
	Mathematics Advanced	Investigation (In-class task)
	Mathematics Standard 1	Class test (In-class task)
	Mathematics Standard 2	Class test (In-class task)
PDHPE	Written task (In-class task)	
Physics	Skills and Process Task (In-class task)	
9	Biology	Skills and Process Test (In-class task)
	Business Studies	Class test (In-class task)
	Chinese and Literature	Oral Presentation (In-class task)
	Software Design and Development	Project Design Presentation (Hand-in task)
	Mathematics Extension 1	Class test (In-class task)
	Mathematics Extension 2	Class test (In-class task)
10	Engineering Studies	Practical Task (In-class task)
	Information Processes and Technology	Information System Case Study (Hand-in task)

Term 1 2021 Week	Course	Assessment Summary
1	Visual Arts	Development of Body of Work (Hand-in task)
2	Science Extension	Scientific Research Portfolio (Hand-in task)
3	Music 2	Composition Portfolio (In-class task)
	Music Extension	Performance or Composition or Musicology Portfolio (In-class)
4	NIL	
5	Software Design and Development	Topic test (In-class task)
6	Design and Technology	Innovating and Emerging Technology Case Study (hand-in task)
	Industrial Technology Timber	Product Analysis (Hand-in task)
	Legal Studies	Law Report (In-class task)
	Physics	Skills processing (In-class task)
	SLR	Research and practicum (In-class task)
	Studies of Religion	Research and oral presentation (Hand-in/ In-class task)
7	Chemistry	Practical/ process skills (In-class task)
	Industrial Technology Multimedia	Industry Case Study Test (In-class task)
8	Biology	Depth Study (Hand-in task)
	Business Studies	Class test (In-class task)
	Chinese and Literature	Response to spoken & written texts/review (In-class task)
	Drama	Individual Performance (Hand-in/ In-class task)
	Earth and Environmental Science	Practical Report (Hand-in/ In-class task)
	Food Technology	Research Portfolio (Hand-in/ In-class task)
	Japanese Beginners	Response interaction (In-class task)
	Japanese Continuers	Response to spoken texts (In-class task)
	Modern History	Research and Essay (In-class task)
	PDHPE	Written report (In-class task)
Visual Arts	Case Study (In-class task)	
9	Ancient History	Extended Response (in class task)
	Economics	Class test (In-class task)
	Mathematics Advanced	Test (In-class task)
	Mathematics Standard 1	Assignment / Investigation (Hand-in task)
	Mathematics Standard 2	Assignment / Investigation (Hand-in task)
10	English Extension 1	Written imaginative response and reflection (In-class task)
	English Extension 2	Viva Voce (In-class task)
	Geography	Topic Test (In-class task)
	English EAL/D	Multimodal and listening (online submission and in-class task)
	Information Processes and Technology	Test (In-class task)
	Mathematics Extension 1	Assignment / Investigation (Hand-in task)
	Mathematics Extension 2	Class test (In-class task)
	Society and Culture	Topic Test and PIP Process (In-class/ Hand-in)

Term 2 Week	Course	Assessment Summary
2	English Advanced	Multimodal (online submission)
	English Standard	Multimodal (online submission)
	English Studies	Presentation (In-class task)
	Music 2	Research Portfolio (Hand-in/ In-class task)
3	NIL	
4	Engineering Studies	Report (Hand-in task)
5	Design and Technology	Project Development and Management Report (Hand-in task)
	Modern History	Historical Analysis Oral (In-class task)
6	Business Studies	Extended Response (In-class task)
	Economics	Research Extended Response (In-class task)
	Information Processes and Technology	Project Solution and Report (Hand-in task)
	Physics	Depth Study (Hand-in task)
	SLR	Research and practicum (In-class task)
	Visual Arts	Development of BOW and essay (Hand-in/ In-class task)
7	Biology	Research (Hand-in/In-class task)
	Earth and Environmental Science	Depth Study (In-class task)
	Food Technology	Research task (Hand-in/ In-class task)
	History Extension	Historical Process (Hand-in task)
	Industrial Technology Multimedia	Design and Progress Evaluation (Hand-in task)
	Japanese Continuers	Response to written text / conversation (In-class task)
	Music Extension	Performance or Composition or Musicology Portfolio (In-class)
8	Ancient History	Historical analysis (In class task)
	Chemistry	Practical/ process skills (In-class task)
	Chinese and Literature	Analysis and critical response to texts/review (In-class task)
	Drama	Group Performance and Log Book (Hand-in/ In-class task)
	Industrial Technology Timber	Project Development and Management Report (Hand-in task)
	Japanese Beginners	Response to written text/conversation (In-class task)
	Legal Studies	Research Essay (Hand-in task)
	Mathematics Advanced	Class test (In-class task)
	Mathematics Standard 1	Class test (In-class task)
	Mathematics Standard 2	Class test (In-class task)
	PDHPE	Written task (In-class task)
Studies of Religion	Research and in-class task (Hand-in/ In-class task)	
9	English Extension 1	Written critical response and presentation (In-class task)
	English Extension 2	Literature Review (Hand-in task)
	Mathematics Extension 1	Class test (In-class task)
	Mathematics Extension 2	Investigation (Hand-in task)
10	Engineering Studies	Report (Hand-in task)
	English Advanced	Imaginative response and reflection (Hand-in task)
	English EAL/D	Written response and reflection (Hand-in task)
	English Standard	Imaginative response and reflection (Hand-in task)
	English Studies	Writing portfolio (Hand in task)
	History Extension	Essay - History Project (Hand-in task)
	Science Extension	Statistical case study (Hand-in task)
Software Design and Development	Personal Project (Hand-in task)	

Term 3 Week	Course	Assessment Summary
1	Geography	Research report (Hand-in task)
	Music 2	Composition Portfolio (Hand-in task)
2	NIL	
Weeks 3-5 as per Examination Timetable	Ancient History	Trial HSC Examinations
	Biology	
	Business Studies	
	Chemistry	
	Chinese and Literature	
	Design and Technology	
	Drama	
	Earth and Environmental Science	
	Economics	
	Engineering Studies	
	English Advanced	
	English EAL/D	
	English Extension 1	
	English Standard	
	English Studies	
	Food Technology	
	Geography	
	History Extension	
	Industrial Technology Multimedia	
	Industrial Technology Timber	
	Information Processes and Technology	
	Japanese Beginners	
	Japanese Continuers	
	Legal Studies	
	Mathematics Advanced	
	Mathematics Extension 1	
	Mathematics Extension 2	
	Mathematics Standard 1	
	Mathematics Standard 2	
	Modern History	
Music 2		
Music Extension		
PDHPE		
Physics		
Science Extension		
Society and Culture		
Software Design and Development		
SLR		
Studies of Religion		
Visual Arts		
6	English Extension 2	Critique of the Creative Process (Hand-in task)

APPENDIX A

HSC ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Deputy Principal **within two days of returning to school.**

SURNAME: GIVEN NAME:

YEAR: DATE OF APPEAL:

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task	Teacher

NATURE OF APPEAL (Illness or Misadventure):

Add additional pages and documents to provide sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED: DATE:/...../.....
(student)

SIGNED: DATE:/...../.....
(parent)

HEAD TEACHER'S COMMENT:
.....

Rescheduled task date:/...../.....

SIGNED: DATE:/...../.....

DEPUTY PRINCIPAL:
.....

FORM RETURNED TO DP : Form received:/...../..... BY:

APPEAL PANEL'S DECISION: UPHELD NOT UPHELD DATE:/...../.....

Extension given M/R

.....

SIGNED: DP HT HT

1. Student gets form from DP or downloads from Guidelines and Assessment Schedules document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate). Student must discuss with relevant DP.



2. Student takes form to HT for comment **within two school days upon return to school.**



3. Student takes completed form to DP. DP signs receipt of form and enters information into spreadsheet. HT to inform DP when task completed/handed in in cases of extension. For complex Illness/Misadventure cases, DP holds panel to make a decision. Panel members: DP, two HTs.



4. After panel is held, DP informs student and HT of decision and appeal process if necessary.

APPENDIX B

SAMPLE N WARNING LETTER

Dear Parent / Carer

OFFICIAL WARNING: Non-completion of a Higher School Certificate Course

I am writing to advise that your son / daughter _____ is in danger of not meeting the requirements for satisfactory completion of the HSC course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher/Head Teacher

Principal

APPENDIX C

GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN HSC COURSES

GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

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