



NEGS
MORE THAN
A SCHOOL

125
YEARS
1895-2020

HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY & SUMMARIES

2020 - 2021 CYCLE

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Introduction

This booklet contains information detailing assessment guidelines and schedules for courses delivered at NEGS. For all subjects delivered to Higher School Certificate candidates, information provided includes a schedule of tasks, the components assessed, their weightings and an approximate time frame for delivery.

Students undertaking courses hosted by external providers must familiarise themselves with the assessment program developed by the host. Students need to be prepared for some disparity between the assessment schedule at NEGS and that of other providers. These differences include how students are notified of assessments, the delivery of assessments, the way feedback is provided and how assessments are reported.

Further Information

During Year 12, you will receive a guide to the Higher School Certificate from the NSW Education Standards Authority (NESA), which will explain the Examination and Certificate in detail. A meeting can be arranged with the Director of Teaching and Learning at any stage to discuss any questions you may have related to NEGS' policies and procedures.

Assessment

The assessments submitted by a school for each course are intended to reflect students' achievements relative to each other at the end of the Year 12 course. The assessments measure achievements throughout the course and contribute to the summative evaluation of a student's performance in a course.

Multiple measures of achievement at points during the course can provide a better indication of student achievement than a single final examination grade. In addition, the base of assessment can be broadened to include such tasks as practical work, field reports or research skills.

The formal assessment program does not take into account student conduct, nor does it attempt to measure objectives from, or outcomes from, the affective domain, i.e., values, attitudes and interests.

The assessments provided to the NSW Education Standards Authority as part of the formal assessment program are moderated and reported on the Record of Achievement/Result Notice. They represent 50% of the final result in each subject and are used in the procedures carried out by the Technical Committee on Scaling on behalf of the NSW Vice-Chancellor's Committee to determine the ATAR (Australian Tertiary Admission Rank).

At each stage in the formal assessment program, tasks should be prepared to thoroughly reflect a student's best effort at the time. This is an important aspect of the assessment program since, in the event of an illness or misadventure at the time of the HSC Examinations; the School assessment may represent 100% of the final result.

Assessment Ranks

Subject teachers periodically, and at the end of the course, provide a cumulative assessment rank to students. A cumulative assessment mark is not provided for students in any subject.

After the last HSC Examination, students receive an Order of Merit notification from the NSW Education Standards Authority, stating their within-school rank in each subject. If students dispute the validity of this ranking, then there is an appeals procedure. This Order of Merit paper can be obtained when students receive their Testimonials.

At the conclusion of each assessment task, teachers are required to supply both mark and rank for that task. This information is not to be publicised for the knowledge of other students. If there are any queries about a mark or rank for a specific assessment task, such queries must be resolved with the teacher concerned immediately. Disputes on the marks awarded or ranking for a specific assessment task cannot form the basis of an appeal at the end of the Year 12 assessment program.

Assessment Schedules

The Assessment Schedules provided in this booklet are for each of the Year 12 subjects offered to students in the current cycle.

Two weeks' notice must be given to students concerning revised times for an assessment task, unless a task is being postponed to an alternative time within the same assessment week. Each subject assessment schedule contains the following information:

- ❑ A list of specific assessment components and their weightings;
- ❑ A list of specific assessment tasks and the weightings;
- ❑ The term each task is to be administered;
- ❑ A brief description of the type of assessment task;

NSW Education Standards Authority (NESA) Requirements

NESA requires schools to provide an assessment mark for every student in each Board Developed Course and Endorsed Course at the end of the Year 12 course. In order to meet this requirement, the assessment program at NEGS:

- ❑ specifies the various assessment tasks, e.g. practical tasks, assignments;
- ❑ details the weighting allocated to each task;
- ❑ outlines the schedule of tasks throughout the course;
- ❑ states the components of the assessment in terms of groupings of syllabus objectives and weightings to be attached to each component;
- ❑ provides students with adequate notice, typically two weeks, of the nature and timing of each assessment task, including the trial examinations;
- ❑ provides meaningful feedback on students' performance in all assessment tasks;
- ❑ provides a protocol for dealing with issues related to illness, misadventure, malpractice, late submission or non-compliance of assessment tasks;
- ❑ advises students in writing when they are not meeting assessment requirements in a course, indicating the necessary steps to take to enable the student to meet the requirements satisfactorily;
- ❑ conducts reviews of assessments when requested by students;

- provides information relevant to school reviews of assessments and appeals to the NSW Education Standards Authority.

Commencement and Completion of Assessments

Assessments for the Year 12 courses cannot commence until after the completion of the Year 11 Course. For the majority of subjects at NEGS, the Year 11 courses finish at the end of Week 1, Term 4.

Completion of the assessment program will conclude by Week 8 of Term 3, Year 12. Some subjects, such as Visual Arts and Design and Technology, have major projects, which may not be assessed until after the Trial Examinations.

Computer Use

Throughout the process of drafting, editing and completing assessment tasks on computers, it is essential that students back-up their data and information. It is better to have multiple copies saved than to rely on one location - the use of Flash Drives or regularly printing out completed work can help avoid the loss of work.

As part of the planning process, students are encouraged to maintain an organised file/diary of work completed. If, at the last moment, computer problems prevent the submission of a task by the due date, this material can be used to support an appeal.

Failure to submit a task by the due date because of computer problems will result in a zero grade and the appeal process can be accessed.

Copyright

Students need to be aware that, generally, material which is copied for educational purposes can be legally copied and does not infringe the Copyright Act provided it is confined to certain limits and is acknowledged. The limits are set at 10% of a work if it is text, and images can be copied for explanation, example or analysis from either written material or from electronic sources. Making a video or electronic presentation where text, images and music may be used has different requirements and the regulations for this should be checked with the teacher librarian. The correct forms of acknowledgement are always on display in the Reference Section of the Library and they should be used on all copied material whether the source is hard copy or electronic. If you are in any doubt, please discuss each situation with the Librarian.

Grouping of Students for Assessment

In submitting assessments, schools must comply with the following:

- ❑ 2Unit students are to be assessed with Extension students as a single group on the common component of the course;
- ❑ No attempt is made to relate the achievement of students in separate courses (e.g. Standard English, Advanced English);
- ❑ The additional component of the Extension Courses is to be assessed without reference to other courses in the subject area except in Mathematics where the Extension 1 and Extension 2 students should be assessed as a single group for the common Extension component. The Extension 1 students' marks are then submitted as a mark out of 50 and the Extension 2 students are assessed on the Extension 2 component without referring to the other Advanced Mathematics candidates;
- ❑ Students studying courses with external providers represent discrete class groups and will be marked against students from other schools when assessments are submitted. Such students remain enrolled with their home school.

'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has not been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of 50% or more of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an HSC if the required 10 units of Year 12 subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with the NSW Education Standards Authority, a student has access to a School review and an appeal through the NSW Education Standards Authority. A sample warning letter is provided in this booklet.

Record of Achievement

NESA awards Records of Achievement to students for both Year 11 and Year 12 Courses completed. The HSC Record of Achievement is awarded at the same time as the HSC results and includes students' Year 12 HSC (Stage 6) results, Year 11 (Stage 6) grades and, if applicable, Year 10 (Stage 5) grades. Results for each stage appear on separate pages.

Resources and Support for Assessment Tasks

The School is responsible for ensuring that suitable levels of resources and support are provided in order to enable students to prepare for assessment tasks. Additional information and support can always be obtained from sources and learning contexts outside the school, e.g. other Libraries, friends at other schools.

The use of additional support is an important issue in the preparation of tasks, such as the assembly of Design and Technology projects or Art Major Works. For such tasks undertaken over an extended period of time, the initial assessment notification sheet may indicate specific parameters determined by the teacher. These parameters are set to protect students from any suspicion of malpractice.

Should a student not abide by the parameters specified by the teacher then the Appeals Committee can consider a mark penalty as part of the assessment procedure.

Special Cases

1. Students granted Disability Provisions for the HSC should, ideally, have these provisions in place for all assessment tasks.
2. Accelerant and/or Accumulating students will be considered as members of the same class group for each subject in which they are enrolled. They will undertake identical assessment tasks and be ranked against that class group.
3. Students transferring into NEGS during the course of an HSC assessment cannot have their assessment results from their previous school considered. The rank they acquire on their first assessment task at NEGS for each subject shall determine a mark consistent with this rank for all tasks preceding it. However, where a student is a late enrolment at NEGS in Year 12, and the assessment program has only two or fewer tasks remaining, the subject teacher may be required to ask the new student to undertake additional assessment tasks to allow a fair and valid assessment mark to be calculated.

Student Responsibilities

Students are encouraged to prepare for all assessment tasks thoroughly and to complete them to the best of their ability. If a student fails to complete more than 50% of the assessment program for a specific subject, they will be deemed ineligible to receive an award for that subject. This may, in turn, jeopardise their eligibility for the award of a Higher School Certificate.

Within the school there is an Illness and Misadventure provision for both the school-based assessment program and the actual HSC Examinations. For school-based assessments, NEGS has a committee, which administers appeals according to clear policy guidelines which ensure that students are treated equally and consistently. These policy guidelines are as follows:

Appeals Procedure

The Appeals Committee consists of the Director of Teaching and Learning, the Principal, and/or relevant Head of Department, the classroom teacher, and in some instances, the Year Advisor. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

Examinations, Topic tests, Practicals

Where a student fails to attend an examination or test/practical assessment, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness/misadventure, the appeal must be accompanied by full documentation of the nature of the illness/misadventure – including medical evidence.

Reasons such as license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation that can be sustained by evidence may be deemed by the Appeals Committee as a valid reason for absence.

If the student is representing NEGS at an approved event, e.g. sports competition, music/drama/public speaking, excursion etc., arrangements may be made with the relevant subject teacher to undertake the task at the earliest convenient time upon the student's return to classes or in special cases prior to the class group. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options: 1) that the student sit the exam at the earliest opportunity, with the result achieved being used to assist in estimating

a mark for that task; 2) that the student undertake a substitute task and 3) in exceptional circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's cumulative rank based on performance in the other assessment tasks.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Should a student attempt an examination, test, practical task etc., and be awarded a zero mark, it is a matter for the teacher's professional judgment whether the attempt is a genuine one, and it will be used to assess eligibility for the award.

Assignments, Research Topics, Projects

These tasks are designated long-term tasks, and must be submitted on or before the due date or be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload. It is most important to submit work by the due date and time even if incomplete.

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g., through a third party or by email.

Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESAs 'N' award warning letter will be sent to the parents.

Dishonesty

Assessment tasks completed dishonestly will score zero and will not be eligible for an appeal.

Dishonesty infers any act of cheating, such as copying the work of others, including substantial amounts of others' material e.g. from the internet, without editing or acknowledging the source, using notes/formulae in an examination which are not part of the written paper, providing misleading information about illness/misadventure, failing to adhere to rules relevant to an examination, e.g. writing after time has elapsed, conversing with other students or using an unapproved device during an examination.

Procedures for Lodging an Appeal

Students should:

- ❑ Obtain a copy of the Appeal Form from the Director of Teaching and Learning within 48 hours of the due date for a task or returning to normal classes;
- ❑ Complete the Appeal Form within 48 hours;
- ❑ Attach medical and/or other documentation to the Appeal form;
- ❑ Return the completed form to the Director of Teaching and Learning.

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

Disability provisions for the Higher School Certificate examinations

The *Disability Discrimination Act 1992* (Cth) and the *Disability Standards for Education (2005)* require the NSW Education Standards Authority to ensure that students with a disability are able to access and respond to an examination.

The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks.

Students who wish to apply for disability provisions should see the Director of Teaching and Learning, and Learning Support teacher who will complete the application form which will:

1. Indicate the provisions for which the student is applying.
2. Indicate how the disability affects the student's work in the classroom and in examination situations.
3. Supply evidence of the student's disability. (Doctor's certificate, diagnostic test results)

The due date for applications is always the last day of Term 1, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation, also dated July.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

Students who become ill during the Higher School Certificate examination period may be eligible to make an illness/misadventure appeal rather than a disability provisions application.

Illness/misadventure during the Higher School Certificate Examinations

If students become ill or suffer an accident that affects their exam performance, they should submit an illness/misadventure appeal form (available from the Director of Teaching and Learning) and notify the Presiding Officer when entering the exam or as soon as possible.

It is important that students attend the exams where possible even if they believe their performance in the exam will be affected. If students cannot attend an exam because of illness or misadventure, they need to notify the Principal or Director of Teaching and Learning immediately. They should never risk harm in order to attend an exam, or attend an exam against medical advice.

Students must obtain documentary evidence generally on the day of the exam to support their illness/misadventure appeal. If the student did not sit the exam this evidence must indicate why you were unable to attend. Read more in the [HSC Rules and Procedures guide](#).

ATAR (Australian Tertiary Admission Rank)

In addition to the HSC Assessment and Examination marks, students may also receive an ATAR on completion of their HSC.

The ATAR is calculated by the Technical Committee on Scaling on behalf of the NSW Vice-Chancellor's Committee for use by the various Universities in their admissions procedures. The average of the HSC assessment and examination marks for each subject is used in this calculation. All subjects are re-scaled in a way which "rewards" subjects with an above average candidature. For each student, 2 Units of English together with the next 8 best Units are re-scaled by this method and used to determine the ATAR.

The ATAR is not a mark; it is a rank between 0 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all the 16 to 20 year olds in NSW). So an ATAR of 80.00 means that a student is 20% from the top of their age group (not Year 12 group).

The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that **no more than two units of Category B courses be included**.

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

SAMPLE WARNING LETTER – Non-Completion of a Higher School Certificate Course

Dear [Parent/Guardian]

Re: Official Warning – Non-completion of a Year 12 Course

I am writing to advise that your daughter _____ is in danger of not meeting the Course Completion Criteria for the Year 12 course _____.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (e.g. 1st, 4th) **official warning** we have issued concerning _____.

A minimum of two course-specific warnings must be issued prior to a final 'N' non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and
- c) experiences provided in the course by the school; and
- d) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination 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. 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.

To date, _____ has not satisfactorily met _____ % of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely,

Mr Tony Jones
Director of Teaching & Learning

Mr Mark Flynn
Acting Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____.

Task Name(s)/Course Requirement(s)/Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please detach this section and return to the School

Requirements for the satisfactory completion of a Year 12 Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed course requirements for _____.
- I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Subject Summaries and Assessment Schedules

NOTE:

- ❑ The weightings provided in the following schedules for components and tasks are expressed as percentages.
- ❑ The single Unit value for each course is 50 marks, i.e. a 2 Unit course is assessed using a maximum of 100 marks and a 1 Unit Extension course is assessed using a maximum of 50 marks.

Subject: **Agriculture**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 7	TERM 2 WEEK 1	TERM 2 WEEK 9	TERM 3 EXAM WEEK
	Task Description	PRACTICAL TEST - Farm Product Study	ORAL PRESENTATION - Plant/ Animal Production	RESEARCH - Elective Topic (Climate Challenge)	TRIAL HSC EXAMINATION
SYLLABUS COMPONENTS	Outcomes Assessed	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2	H3.4, H4.1, H5.1	H1.1, H2.1, H2.2, H3.4, H5.1
Knowledge and understanding of course content	40%	10	5	10	15
Knowledge, understanding and skills required to manage agricultural production systems	40%	15	5	5	15
Skills in effective research, experimentation and communication	20%		5	15	
Total %	100%	25%	15%	30%	30%

OUTCOMES

A student:

H1.1 explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production

H2.1 describes the inputs, processes and interactions of plant production systems

H2.2 describes the inputs, processes and interactions of animal production systems

H3.1 assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products

H3.2 critically assesses the marketing of a plant OR animal product

H3.3 critically examines the technologies and technological innovations employed in the production and marketing of agricultural products

H3.4 evaluates the management of the processes in agricultural systems

H4.1 justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations

H5.1 evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

Subject: **Biology**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 1 WEEK 8	TERM 2 WEEK 3	TERM 3
	Task Description	Research Assignment	Practical Investigation	Depth Study	Trial Examination
SYLLABUS COMPONENTS	Outcomes Assessed	BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO 12-12	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO 12-12 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO 12-12 BIO12-13 BIO12-14 BIO12-15
Knowledge & Understanding	50%	10	10	10	20
Working Scientifically	50%	10	10	20	10
Total	100%	20	20	30	30

OUTCOMES

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 analyses and evaluates primary and secondary data and information

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 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

Subject: **Business Studies**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 1 WEEK 7	TERM 2 WEEK 7	TERM 3 tbc
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Marketing: development and analysis of marketing plan	Operations: in-class essay	Human Resources: case study analysis	All topics: HSC trial examination
SYLLABUS COMPONENTS	Outcomes Assessed	H4, H5, H6, H7, H8, H9	H3, H4, H5, H6, H9	H1, H2, H4, H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	40%	10	5	10	15
Stimulus-based skills	20%		10		10
Inquiry and research	20%	10		10	
Communication of business information, ideas and issues in appropriate forms	20%	5	5	5	5
Total	100%	25%	20%	25%	30%

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

Subject: Chemistry

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 7	TERM 1 WEEK 9	TERM 2 WEEK 7	TERM 3 EXAM WEEK
	Task Description	Practical Investigation	Depth Study	Open-ended Investigation	Trial Examination
SYLLABUS COMPONENTS	Outcomes Assessed	CH11/12-3 CH11/12-4 CH11/12-5 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-6 CH11/12-7 CH12-14	CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14 CH12-15
Knowledge & Understanding	40%	5	10	10	15
Working Scientifically	60%	15	20	10	15
Total	100%	20	30	20	30

OUTCOMES

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 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

Subject: **Community and Family Studies**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 1 WEEK 7	TERM 2 WEEK 4	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Independent Research Project	Investigation Issues of concern for a group within the community	Scenarios Preparations for becoming a parent or carer	Trial HSC Examination
SYLLABUS COMPONENTS	Outcomes Assessed	H4.1, H4.2	H1.1, H2.2, H2.3, H3.1, H3.3	H2.1, H3.2, H5.1, H5.2, H6.1	H1.1 to H6.2
Knowledge and understanding of course content	40%	5	5	5	25
Skills in critical thinking, research methodology, analysing and communicating	60%	15	20	20	5
Total	100%	20%	25%	25%	30%

OUTCOMES

A student:

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

H2.1 analyses different approaches to parenting and caring re

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

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

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

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

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

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

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

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

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

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

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

Subject: Design and Technology

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 1 WEEK 6	TERM 2 WEEK 6	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Project Proposal Presentation	Innovation and Emerging Technology Case Study *	Project Development & Management Report	Trial HSC Exam
SYLLABUS COMPONENTS	Outcomes Assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1
Knowledge and understanding of course content	40%		20		20
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	20		30	10
Total	100%	20%	20%	30%	30%

* Mandatory task

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 impact of the major design project

H5.1: manages the development of a quality major design project

H5.2: selects and uses appropriate research methods and communication techniques

H6.1: justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2: critically assesses the emergence and impact of new technologies, and the factors affecting their development

Subject: Earth and Environmental Science

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 7	TERM 1 WEEK 9	TERM 2 WEEK 5	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Module 5 Earth's Processes Depth Study Presentation	Module 6 Hazards Research Task	Module 7 Climate Science Practical Task Presentation	All Modules Trial Examination 3 Hours
SYLLABUS COMPONENTS	Outcomes Assessed	EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES12-13	EES11/12-1, EES 11/12-2 EES 11/12-3, EES 11/12-4 EES11/12-6, EES11/12-7, EES11/12-14	ALL OUTCOMES
Skills in Working Scientifically	60%	20	10	20	10
Knowledge and Understanding	40%	5	10	5	20
Total	100%	25%	20%	25%	30%

OUTCOMES

A student:

EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation

EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11/12-5 analyses and evaluates primary and secondary data and information

Subject: **English - Standard**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 1 WEEK 2	TERM 1 WEEK 8	TERM 2 WEEK 6	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Common Module: Texts & Human Experiences - multimodal text	Module C: The Craft of Writing - composition & reflection	Module A: Language, Identity & Culture - essay	Trial HSC Exam Common Module (5%) Module A (5%) Module B (15%) Module C (5%)
SYLLABUS COMPONENTS	Outcomes Assessed	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
Total	100%	25%	20%	25%	30%

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

Subject: English - Advanced

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 1 WEEK 2	TERM 1 WEEK 8	TERM 2 WEEK 6	TERM 3 EXAM WEEK
	Task Description	Common Module: Texts & Human Experiences - multimodal presentation with related text	Module C: The Craft of Writing - creative composition & reflection	Module A: Textual Conversations - critical response	Trial HSC Exam Common Module (5%) Module A (5%) Module B (15%) Module C (5%)
SYLLABUS COMPONENTS	Outcomes Assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7 AN12-8, EA12-9
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	10%	15%
Total	100%	25%	20%	25%	30%

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

Subject: English Studies

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 1 WEEK 2	TERM 2 WEEK 1	TERM 3 WEEK 2	TERM 3 EXAM WEEK
	Task Description	Common Module: Texts and Human Experiences (Billy Elliot) - opinion piece (including related material)	Module C: On the Road - travel itinerary task	Collection of classwork - all modules	Trial HSC Examination - all modules
SYLLABUS COMPONENTS	Outcomes Assessed	ES12-1, ES12-2, ES12-3, ES12-4, ES12-7, ES12-8	ES12-1, ES12-4, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-6
Knowledge and understanding of course content	50%	10	15	15	10
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	50%	15	10	15	10
Total	100%	25%	25%	30%	20%

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

Subject: English - Extension 1

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 4 WEEK 8	TERM 2 WEEK 8	TERM 3 EXAM WEEK
	Task Description	Common Module: Literary Worlds - creative response and reflection	Elective: Literary Mindscapes - critical response with related texts	Trial HSC Exam Common Module (20%) Elective (20%)
SYLLABUS COMPONENTS	Outcomes Assessed	EE12-1, EE12-2, EE12-3, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-2, EE12-4
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Total	100%	30%	30%	40%

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

Subject: English - Extension 2

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 4 WEEK 8	TERM 2 WEEK 4	TERM 3 WEEK 2
	Task Description	Statement of intent and log book: viva voce	Literature Review and log book: written submission	Critical Reflection: written submission
SYLLABUS COMPONENTS	Outcomes Assessed	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-3, EEX12-4	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
Total	100%	30%	40%	30%

OUTCOMES

A student:

EEX12-1 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

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

Subject: Geography

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 1 WEEK 3	TERM 2 WEEK 2	TERM 2 WEEK 9	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	People & Economic Activity Skills & Short Response	Ecosystems at Risk Extended Response/ Research	Urban Places Field Work & Response	Trial HSC Examination
SYLLABUS COMPONENTS	Outcomes Assessed	H1, H3, H6, H7, H8, H9, H10, H12, H13	H1, H2, H6, H12, H13	H1, H3, H5, H6, H7, H8, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13
Knowledge and understanding of course content	45%	10%	10%	5%	20%
Geographical tools and skills	15%	5%	-	5%	5%
Geographical inquiry and research, including fieldwork	20%	5%	5%	10%	-
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
Total	100%	25%	20%	25%	30%

OUTCOMES

A student:

- H1 explains the changing nature, spatial patterns and interaction 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 an 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 data
- H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples

Subject: Legal Studies

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 7	TERM 1 WEEK 9	TERM 2 WEEK 7	TERM 3 WEEK tbc
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Core Topic 1 (Crime): Research Report	Option Topic 7 (World Order): Case study extended response	Core Topic 2 (Human Rights): In-Class Test	All Topics: HSC Trial Examination
SYLLABUS COMPONENTS	Outcomes Assessed	H1, H3, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H9, H10	H1, H2, H3, H4, H5, H6, H7, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10
Knowledge and understanding of course content	60%	10	10	15	25
Research	20%	10	5	5	
Communication	20%	5	5	5	5
Total	100%	25%	20%	25%	30%

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, select, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9: communicates legal information using structured and logical arguments

H10: analyses differing perspectives and interpretations of legal information and issues

Subject: **Mathematics Advanced**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 6	TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	In-class topic test	Open-book test	Project/ in-class test	All Outcomes Trial Examination 3 Hours
SYLLABUS COMPONENTS	Outcomes Assessed	MA12-2, MA12-4, MA12-9, MA12-10	MA12-1, MA12-3, MA12-5, MA12-6, MA12-8, MA12-10	MA12-1 to 12-10	ALL OUTCOMES
Understanding, fluency and communication	50%	10	15	10	15
Problem-solving, reasoning and justification	50%	10	10	15	15
Total	100%	20%	25%	25%	30%

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

Subject: Mathematics Standard 2

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 6	TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 EXAM WEEK
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	In-class topic test	Open-book test	Project/ in-class test	All Outcomes Trial Examination 3 Hours
SYLLABUS COMPONENTS	Outcomes Assessed	MS212-3, MS2 12-5, MS2 12-9, MS2 12-10	MS2 12-1, MS2 12-2, MS2 12-5, MS2 12-6, MS212-7, MS212-10	MS2 12-1 to 12-10	ALL OUTCOMES
Understanding, fluency and communication	50%	10	15	10	15
Problem-solving, reasoning and justification	50%	10	10	15	15
Total	100%	20%	25%	25%	30%

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

Subject: Modern History

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 6	TERM 1 WEEK 8	TERM 2 WEEK 6	TERM 3 Exam period
	Task Description	Source Analysis Power and Authority in the Modern World 1919-1946	Historical Analysis National Studies Russia and the Soviet Union 1917–1941	Research and Presentation Peace and Conflict Conflict in Europe 1935–1945	Trial HSC Exam Core Study USA The Cultural Revolution to Tiananmen Square 1966–1989
SYLLABUS COMPONENTS	Outcomes Assessed	MH12-3, MH12-4, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	MH12-2, MH12-5, MH12-7, MH12-8	MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
Knowledge and understanding of course content	40%	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20%		5	5	10
Historical inquiry and research	20%	10	5	5	
Communication of historical understanding in appropriate forms	20%	5	5	5	5
Total	100%	20%	25%	25%	30%

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

Subject: **Music**

Task	TASK 1	TASK 2	TASK 3	TASK 4
Due Date	TERM 1 WEEK 5	TERM 2 WEEK 4	TERM 3 WEEK 1	TERM 3 EXAM WEEK
Task Description	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Presentation of core performance (10 marks) Composition activities related to core performance piece e.g. improvisation, melodic invention in style of chosen topic, etc. (10 marks)	Presentation of sample HSC - style question + prepared answer selected from Topic 3 (10 marks) Elective Topic 1: Presentation of Performance or composition portfolio or musicology portfolio + viva (15 marks)	Elective Topic 2 and 3: Presentation of Performance or composition portfolio or musicology portfolio + viva (30 marks)	Trial Examination in HSC format (25 marks)
SYLLABUS COMPONENTS	Outcomes Assessed	H1, H2, H8, H9 (core performance) H3, H5, H7 (core composition)	H2, H4, H5, H6, H7, H1 - H8 (dependent on Elective option selected by student)	H1 - H8 (dependent on Elective option selected by student) H4, H5, H6, H8
Performance	10%	10		
Composition	10%	10		
Musicology	10%		10	
Aural	25%			25
Elective	45%		15	30
Total	100%	20%	25%	30%

OUTCOMES:

H1 - performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H2 - reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied

H3 - improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 - articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 - critically evaluates and discusses performances and compositions

H6 - critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 - understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 - identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 - performs as a means of self-expression and communication

H10 - demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 - demonstrates a willingness to accept and use constructive criticism

Subject: **Personal Development, Health and Physical Education**

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 7	TERM 2 WEEK 2	TERM 2 WEEK 8	TERM 3 EXAM WEEK
	Task Description	Research task on health priority issue	Research/ Written Task	Designing a training program	Trial HSC Exam
SYLLABUS COMPONENTS	Outcomes Assessed	H1, H2, H15, H16	H1-H5, H7-H11, H13-H17	H8, H10	H1-H5, H7-H11, H13-H17
Knowledge and understanding of factors that affects health and the way the body moves	40	15	10	5	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30		10	5	15
Skills in critical thinking, research and analysis	30	10	5	5	10
Total	100%	25%	25%	15%	35%

OUTCOMES:

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 health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities

H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Subject: Textiles and Design

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 1 WEEK 6	TERM 2 WEEK 5	TERM 3 EXAM WEEK
	Task Description	Contemporary Designer Investigation & Design Inspiration	MTP Designing and Planning Oral Presentation, Visual Design Development & Manufacturing specs.	Innovation Study & Investigation, experimentation and evaluation. Fibres, Yarns & Fabric properties and performance Analysis	Trial HSC Exam
SYLLABUS COMPONENTS	Outcomes Assessed	H1.1, H2.1, H5.1, H6.1	H1.2, H1.3, H2.1, H2.2 H2.3, H4.2	H3.1, H3.2, H4.1, H5.2, H6.1	H3.1, H3.2, H4.1, H4.2, H5.2, H6.1
Knowledge and understanding of course content	50%	10	10	10	20
Skills and knowledge in the design, manufacture and management of a major textiles project	50%	10	15	15	10
Total	100%	20%	25%	25%	30%

OUTCOMES

A student:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end-uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use.

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles.

Subject: Visual Arts

	Task	TASK 1	TASK 2	TASK 3	TASK 4
	Due Date	TERM 4 WEEK 8	TERM 2 WEEK 2	TERM 3 WEEK 1	TERM 3 EXAM WEEK
	Task Description	ARTMAKING #1 Development of HSC Body of Work - investigations of artmaking practice evident in Visual Arts Process Diary (VAD) including experiments with materials, written reflections and explanations + research about related artist's practice	HISTORICAL/ CRITICAL ART EXCURSION to Sydney Essay Task or Case Study	ARTMAKING #2 Refinement of HSC Body of Work - resolution of material and technical skill in artwork(s) that are discern the most effective visual communication - to show the development of layers of meaning and conceptual coherency.	HISTORICAL/ CRITICAL TRIAL HSC Examination - Section I (Q1-3) - Section II (essay)
SYLLABUS COMPONENTS	Outcomes Assessed	H1, H2, H3, H4	H1, H2, H3, H4, H5, H7, H8, H9	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10
Artmaking	50%	15		35	
Art Criticism & Art History	50%		20		30
Total	100%	15%	20%	35%	30%

OUTCOMES

A student:

H1: initiates and organised artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3: demonstrates an understanding of the frames when working independently in the making of art

H4: selects and develops subject matter and forms in particular ways as representations in artmaking

H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7: applies their understanding 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

YEAR 12 ASSESSMENT CALENDAR

2020 - 2021

The following calendar lists weeks which can be selected for assessment tasks across all subject lines. Where possible, specific weeks have been allocated in the subject schedules, so that tasks are spread across the terms.

Term 4, 2020			Term 2, 2021		
<i>Week</i>	<i>Date</i>		<i>Week</i>	<i>Date</i>	
1	12 October		1	19 April	Ag/EngStud
2	19 October		2	26 April	VA/Geog/PDHPE
3	26 October		3	3 May	Bio
4	2 November		4	10 May	CFS/Music/EngExt2
5	9 November		5	17 May	MathsSt/ MathsAdv/Text/EES
6	16 November	Maths Adv/MathsStd/MH	6	24 May	MH/D&T/EngAdv/EngStd
7	23 November	LS/PDHPE/Ag/Chem/EES	7	31 May	LS/BusSt/Chem
8	30 November	CFS/Text/D&T/VA/EngExt1/EngExt2/ BusSt/Bio	8	7 June	PDHPE/EngExt1
			9	14 June	Ag/Geog
Term 1, 2021			Term 3, 2021		
<i>Week</i>	<i>Date</i>		<i>Week</i>	<i>Date</i>	
1	25 January		1	12 July	VA/Music
2	1 February	EngAdv/EngStd/EngStud	2	19 July	EngStud/EngExt2
3	8 February	Geog	3	26 July	
4	15 February		4	2 August	Trials
5	22 February	Music	5	9 August	Trials
6	1 March	Text/D&T/Maths Adv/Maths Std	6	16 August	
7	8 March	CFS/BusSt	7	23 August	
8	15 March	Bio/MH/EngAdv/EngSt	8	30 August	
9	22 March	EES/Chem/LS	9	6 September	
10	29 March	Practice Half Yearly Exams	10	13 September	

Please note:

Teachers, please make requests for changes and additions with HoD/Director of Teaching and Learning before allocating tasks.