



YEAR 12 ASSESSMENT AND REPORTING PROCEDURES 2024



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Contents

| | |
|---|----|
| PRINCIPAL'S MESSAGE..... | 4 |
| Assessment policy – HSC course | 5 |
| RESPONSIBILITY | 5 |
| What is assessment? | 5 |
| How will assessment be undertaken? | 6 |
| The Higher School Certificate | 7 |
| Allocation of marks | 8 |
| Australian Tertiary Admission Rank (ATAR)..... | 8 |
| Eligibility | 8 |
| Calculation of the ATAR..... | 8 |
| HSC assessment marks | 9 |
| Information to be provided to students | 9 |
| Your rights and responsibilities in HSC assessment..... | 10 |
| Absence from an assessment task / examination – illness/misadventure..... | 11 |
| Attendance before a task is due..... | 14 |
| Completion of assessment tasks..... | 14 |
| Tasks Submitted Late (e.g. essays, assignments)..... | 14 |
| Criteria for satisfactory completion of a course | 15 |
| The N-Award process | 16 |
| Students Online..... | 19 |
| INTEGRITY..... | 19 |
| HSC: All My Own Work Program..... | 19 |
| What is malpractice in HSC Assessment? | 19 |
| What is plagiarism? | 20 |
| Consequences of malpractice | 20 |
| Mobile phones and electronic equipment..... | 21 |
| Disputing an assessment mark | 21 |
| Record of marks | 21 |
| Notification of tasks | 21 |
| Assessment Protocols..... | 22 |
| Late submission of assessment task..... | 22 |
| Examination length | 22 |
| Examination rules..... | 23 |
| Assessment Task Notification | 25 |

| | |
|---|----|
| ACHIEVEMENT | 26 |
| Steps to manage your assessment tasks | 26 |
| General comments on assessment | 27 |
| AGRICULTURE | 28 |
| ANCIENT HISTORY | 29 |
| BIOLOGY | 30 |
| BUSINESS STUDIES | 31 |
| CHEMISTRY | 32 |
| CHINESE BEGINNERS | 33 |
| CHINESE CONTINUERS..... | 34 |
| CHINESE EXTENSION | 35 |
| COMMUNITY AND FAMILY STUDIES | 36 |
| DRAMA | 37 |
| ECONOMICS | 38 |
| ENGINEERING STUDIES..... | 39 |
| ENGLISH ADVANCED | 40 |
| ENGLISH AS AN ADDITIONAL DIALECT/LANGUAGE (EALD) | 41 |
| ENGLISH EXTENSION 1..... | 42 |
| ENGLISH EXTENSION 2..... | 43 |
| ENGLISH STANDARD..... | 44 |
| ENGLISH STUDIES | 45 |
| FOOD TECHNOLOGY..... | 46 |
| GEOGRAPHY..... | 47 |
| HISTORY EXTENSION | 48 |
| INDUSTRIAL TECHNOLOGY | 49 |
| INFORMATION PROCESSES AND TECHNOLOGY..... | 51 |
| JAPANESE BEGINNERS (HSC)..... | 52 |
| JAPANESE CONTINUERS (HSC) | 53 |
| LEGAL STUDIES..... | 54 |
| MATHEMATICS ADVANCED | 55 |
| MATHEMATICS EXTENSION 1 | 56 |
| ASSESSMENT SCHEDULE..... | 56 |
| MATHEMATICS STANDARD 1..... | 58 |
| MATHEMATICS STANDARD 2..... | 59 |
| MODERN HISTORY..... | 60 |
| MUSIC 1 | 61 |
| MUSIC 2 | 62 |
| MUSIC EXTENSION | 63 |
| PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION | 65 |

| | |
|--|----|
| Photography, Video and Digital Imaging – 2 Unit..... | 66 |
| PHYSICS..... | 67 |
| SOCIETY AND CULTURE | 68 |
| SOFTWARE DESIGN & DEVELOPMENT | 69 |
| Sport, Lifestyle and Recreation Studies..... | 70 |
| TEXTILES AND DESIGN | 71 |
| VET - Certificate II in Cookery | 72 |
| VISUAL ARTS | 73 |



PRINCIPAL'S MESSAGE

Welcome to Year 12 and the final preparation for your Higher School Certificate (HSC). You will have the opportunity to build upon the skills you developed in Year 11, as well as striving to realise your potential over the remaining 12 months of intense academic study. It is expected that you will further develop your organisational and leadership skills as you engage in a range of sporting, cultural and other school experiences.

Before you begin your HSC study, it is important to realise that there will be greater expectations on you than in Years 7 – 11. Not only will you be expected to be an excellent role model for other students by being a good school citizen, but there will be a range of other school requirements that we will expect you to meet. Naturally, all teachers will have the basic expectation that you will try as hard as you can in class at all times and complete all homework. The NSW Education Standards Authority (NESA), as the body that controls your HSC studies, will expect you to abide by all of its policies and procedures.

One of the most important areas requiring your full attention is the completion of assessment tasks in each of your courses. Whilst the assessment tasks are compulsory and will require a great deal of effort on your part, they are also a valuable means by which you will obtain feedback on your performance as you work towards the HSC examinations. You should remember that in the HSC course, the assessment tasks are worth 50% of your HSC mark and provide you with the opportunity to gain marks by working consistently.

The following pages in this book give details about the specific assessment requirements in each HSC course. You will need to study these carefully so that you will meet the requirements of the school and of NESA.

We look forward to working with you as you progress towards the Higher School Certificate.

R Warren
Principal

Assessment policy – HSC course

These notes have been prepared to assist you in understanding the procedures used in arriving at assessment marks for HSC courses. The Higher School Certificate (HSC) Rules and Procedures guide must be read by all students entered for an HSC course, which is available online at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

The school's policy aims to provide **a fair system for all students**.

It has been designed to:

- assist students who would otherwise be disadvantaged by illness or misadventure
- ensure that students cannot gain special consideration where this is not warranted
- ensure that all appeals are dealt with fairly and consistently
- promote and protect the best interests of all students.

RESPONSIBILITY

What is assessment?

- Assessment is a process of identifying, gathering and interpreting information about student learning.
- Assessment is designed to provide information on student achievement and progress in each course in relation to syllabus standards, and to report on the standard of performance attained at the end of the course.
- The HSC requires a standards-referenced approach to assessment and reporting. A standards-referenced approach means that the achievements of students are assessed and reported against specified standards that are established for each course. Students are no longer assessed by comparing their achievements with other students, but against the **standards** that are specified in each syllabus.

These **standards** are established in the HSC through:

- knowledge, skills and understandings expected to be learnt by students studying a course
- the standard set out in the syllabus
- the levels of achievement reached by the students against the 6 performance bands of the syllabus.

The following specifies what is to be learnt and how well it is achieved:

- Assessment measures performance through the **whole course**. Every course outcome will be measured at least once.
- Students **must satisfy the assessment requirements for the Year 11 Course** before commencing the HSC course. Assessment for the HSC course must not commence until the **completion of the Year 11 course**

How will assessment be undertaken?

- The NSW Education Standards Authority (NESA) has provided a range of documents for each NESA course. These documents include a syllabus, assessment and reporting supplement, sample assessment tasks and sample examination papers. The assessment program for each subject is devised using these documents. The documents are available on the NESA website and should be consulted by students.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

- The syllabus contains a statement of outcomes for each course. At some point during the assessment program, every one of the outcomes must be assessed.
- Each syllabus lists components that must be followed by all schools, although schools will differ in how they assess the components.
- Each course may require a different number of assessment tasks to adequately assess the course. NESA encourages teachers to assess student progress and achievement so that students will not be completely overwhelmed by assessment tasks. This will usually mean that students will undertake no more than 4 tasks for each subject during the HSC course.

The Higher School Certificate

NESA and our school work together to record your educational achievement.

From Year 10, you can access all your personal study details and results that NESA holds through your [Students Online](#) account. NESA will also provide you with the credential you have achieved.

To be awarded your HSC you must:

- complete Years 11 and 12
- satisfy all HSC course requirements
- meet the [HSC minimum standard of literacy and numeracy](#).

Results of HSC courses satisfactorily completed appear on the Higher School Certificate Record of Achievement and on a separate Course Report. Results of NESA Developed Courses are recorded under the following headings on the Record of Achievement:

| Heading: | What it means: |
|-----------------------------|--|
| An assessment mark: | The total of your assessment task marks achieved at school. |
| An examination mark: | The mark awarded for the external examination. |
| The HSC mark: | <p>The combined assessment and examination mark, out of 100.</p> <ul style="list-style-type: none">• School-based assessment comprises 50% of the overall mark in each course• the external examination comprises 50% of the overall mark in each course. |
| A performance band: | Your level of achievement in that course as measured against the published course standards. |

Allocation of marks

Your HSC mark for **2-unit courses** will be reported on a scale of 0 to 100. A mark of 50 will represent the minimum standard expected. If you achieve the minimum standard expected in a course, you will receive a mark of 50. There will be five performance bands above 50 that correspond to different levels of achievement. Marks are based on the standard of achievement reached.

Your HSC mark for **1-unit courses** (including Extension courses) will be reported on a scale of 0 to 50.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by the Universities Admissions Centre (UAC). It is important to note that the ATAR is a rank, not a mark, and it is designed only to be used for university course entry.

Eligibility

To be eligible for an ATAR in 2023, you must satisfactorily complete at least 10 units of ATAR courses.

These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three NESA Developed courses of two units
- four subjects.

Calculation of the ATAR

Your ATAR is based on an aggregate of scaled marks in **10 units of ATAR** courses comprising:

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

The ATAR is optional. You can request that an ATAR not be calculated as a result of your HSC.

For further information about the ATAR, see:

<https://www.uac.edu.au/future-applicants/atar>

HSC assessment marks

Pennant Hills High School assessment results are provided to NESA for each Board Developed Course studied at HSC level by each student (except for English Studies and Mathematics Standard 1). Assessment marks for Board Developed Courses are moderated by NESA against the marks gained in the HSC examination. This process ensures comparability between the assessment marks submitted by each school. The mark submitted by the school is not the mark which will appear on your HSC, but the rank order remains the same.

Grades, not marks, will be used to report student achievement on school-based assessment in the new English Studies and Mathematics Standard 1 courses. Pennant Hills High School will use the Achievement Level Descriptions to award the A-E grade that best matches the level of achievement a student demonstrates in their school-based assessments. The grades will be reported on the HSC credential.

Pennant Hills High School will also provide an estimated examination mark for students enrolled to sit the optional examination. This estimated mark will only be used in the case of a successful Illness/Misadventure application. The school is not permitted to tell you your final assessment mark in Year 12. You will be told your rank within your course group.

Information to be provided to students

Each school has the **responsibility** to tell students the following information:

- what aspects of the course will be assessed, including the relevant syllabus outcomes
- how they will be assessed, e.g. essays, test, practical tasks
- the relative value of the tasks
- when they are going to be assessed.

This information will be provided in writing. Your class teacher will issue details of each assessment task at least **two weeks** before the date that the task is due

Your rights and responsibilities in HSC assessment

You have the right to:

- be informed of the assessment policies of your school and NESAs
- receive clear guidelines relating to the requirements of each assessment task. These will be issued to you in hard copy. The template of the Pennant Hills High School Assessment Task Notification Sheet is provided on page 25.
- be told in advance of the due date for each assessment task
- query the mark for an individual task at the time it is returned to you.

You have the responsibility to:

- become familiar with and follow the assessment requirements set by the school
- monitor upcoming tasks by reference to this booklet and the *Term Assessment Planners*, issued at the beginning of each term
- sit for tasks **at the time** specified on the assessment program
- hand in tasks to the class teacher during timetabled lessons on the designated date. Work submitted after this time will be classified as late
- follow the correct procedures if a due date is missed or an extension or special consideration is requested
- complete all set tasks on time or talk to your head teacher about what is required if you cannot meet a deadline
- avoid behaviour which could be considered cheating, including plagiarism, and ensure that all assessment work is your own, or acknowledges the contribution of others
- follow up any concerns you have with tasks at the time they are returned to you.

Absence from an assessment task / examination – illness/misadventure

In the case of illness or misadventure the following must be submitted to avoid penalty:

- a medical certificate **and/or**
- misadventure form with supporting document/s

Illness/Misadventure forms are available from the Deputy Principal or relevant Head Teacher.

A sample Illness/misadventure form is provided on page 13.

When students are absent on the day of a formal assessment, they must submit a medical certificate on the first day of their return to school. Students must return to school the day after the medical certificate expires. This documentation is required immediately on the first day that the student returns to school and is to be given to the Head Teacher of that subject, irrespective of whether the student has a timetabled period in that subject that day. A note from a parent/caregiver is **NOT** sufficient documentary evidence.

Failure to provide documentary evidence (i.e. a medical certificate) may result in a zero mark for that task

Additionally, in Year 12, the student or parent must phone the school as soon as they are aware that they will be unable to attend the examination and speak to or leave a message for the relevant Head Teacher. **This does not replace the need for a medical certificate.**

Examinations/Orals/Practical and Other Similar Tasks: students must be prepared to complete the task on the first day of return to school. **Students are advised that no adjustment of assessment marks is possible.** NESA mandates that actual performance, not potential performance, is to be assessed. **If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.**

The Head Teacher of the subject concerned will:

- allow you to undertake the same task or
- allow you to undertake a suitable replacement task or
- give an estimate for that task only, based on the quality of your work in the components being assessed, if the Principal permits.

When a task is missed because a student is required by the school or some other organisation to attend some important function, the date of which cannot be altered, the alternatives listed above for a task missed through illness will apply. An example might be a Zone or Regional final in sport, the date of which cannot be predicted, which may clash with the advertised dates for an assessment task. This rule does not apply to private arrangements made by parents, such as holidays in school time and the like.

Students absent when a task is handed out CANNOT request or be granted an extension on the basis of that absence. Note that this includes absence due to TAFE commitments, sporting events or any other school-endorsed activity. It is your responsibility to request any task notification sheets from your teacher upon your return.

Appeals will be considered by the relevant subject Head Teacher. Further appeals will be heard by a panel consisting of the relevant Deputy Principal and Head Teacher Secondary Studies.



Pennant Hills High School
Task Missed Due to Illness/Misadventure
Please submit this form and supporting documentation to the
Head Teacher of the relevant subject.

Student Name:

Course:

Class Teacher:

TASK DETAILS

Task Number:

Title:

Weighting:

Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to

Reason for Absence

Supporting documentation attached? Yes / No Type of Documentation:

Student Signature:

Date:

Head Teacher Recommendation

Upheld ☐ New Due Date:

Declined* ☐ Reason for refusal:

Head Teacher Name:

Head Teacher Signature: Date:

Attendance before a task is due

Truancy and unacceptable reasons for absence before a task – missing lessons for all or part of a school day to prepare for a task is malpractice. When a student deliberately misses lessons (including carnivals) in order to gain an advantage in a task, the Principal may decide to apply a penalty commensurate with the total time missed. Where a pattern of absence before a task is evident, the Principal may request that a medical certificate be produced in order to avoid a penalty. Each case will be treated individually. If it is evident that malpractice has occurred, a penalty will result.

Completion of assessment tasks

Students **must complete all assessment tasks**. This applies even to assessment tasks where the student knows they will be scored zero due to lateness, as failure to complete/submit tasks carries additional consequences. Where a student has been given zero marks **because of failure to complete assessment tasks** totaling more than 50% of the final course assessment mark, the Principal must certify that the course has **not been studied satisfactorily** and neither the exam mark nor the assessment mark will be recorded on the HSC. This could also mean that a student becomes **ineligible** for the award of a Higher School Certificate as he/she has achieved less than 10 units.

Tasks Submitted Late (e.g. essays, assignments)

Tasks submitted **late** without approved extension of time from the relevant Head Teacher will incur a mark of **zero**; that is, 100% of total marks deducted. Failure of computer equipment is **NOT** an acceptable excuse. Students should develop a pattern of regularly backing up work on an internet-based or transportable storage device which can be brought to school in the event of any computer failure e.g. printer out of ink.

For all types of sickness, **a medical certificate** will be required. Lateness beyond the approved number of days as specified on the medical certificate, or lateness for which a student does not seek approval before the due date, will lead to a zero result for the task.

Criteria for satisfactory completion of a course

A student is 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 NESA
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. achieved some, or all, of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate to the student's absence to the non-completion of the course requirements.

The N-Award process

Students studying a Stage 6 course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

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

- Followed the course developed or endorsed by NESA;
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- Achieved some or all of the course outcomes.

An official NESA N-Award Warning letter will be sent to the parents of any student who is **in danger of not satisfactorily completing a course** or who **fails to complete an assessment task**. If the outstanding work is not completed within the time set out in the N-Award Warning letter, then a follow-up N-Award Warning letter will be sent indicating this. This may involve multiple letters for the same outstanding work product. NESA N-Award Warning letters are issued regularly where required.

A student who does not make a serious attempt at a task may not receive marks for the course concerned. This may render a student ineligible for the award of the Higher School Certificate. **Non-serious attempts** include frivolous or objectionable material. student who provides answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. **Non-attempts** include those where only multiple-choice questions are attempted.

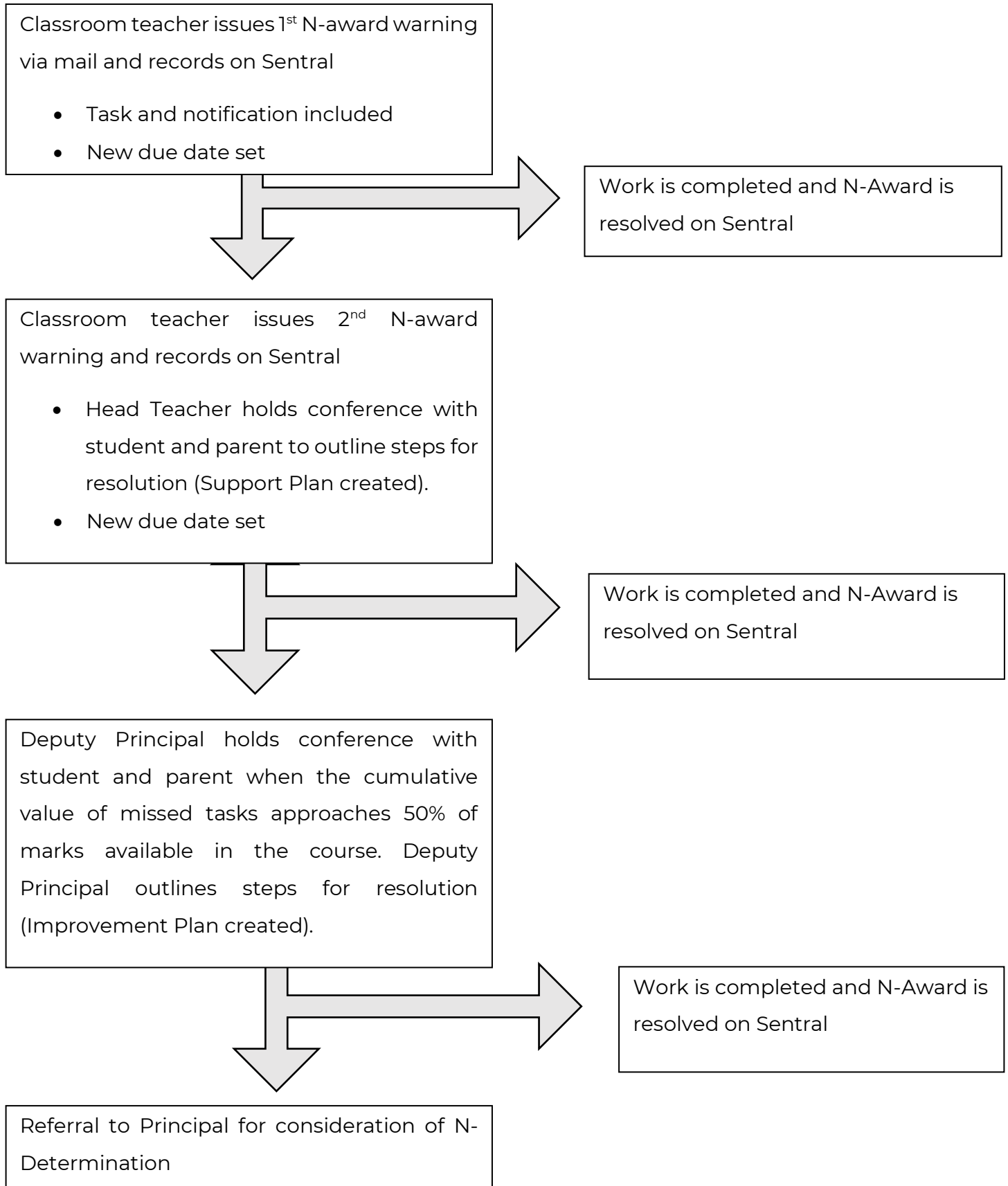
NESA requires two warnings for a student in order for an 'N' Determination to be made by the Principal at the end of a course.

NESA N-Award Warning letters are **NOT** a punitive instrument. If the work requested for completion is completed, they are nullified. In accordance with NESA policy, and in terms of natural justice, the school will provide students with the opportunity to fairly redeem the situation with time enough to enable correction of the concern or submission of outstanding work products.

Students are consistently encouraged by school staff and parents to redress an 'N' determination; the onus rests with the student to do so.

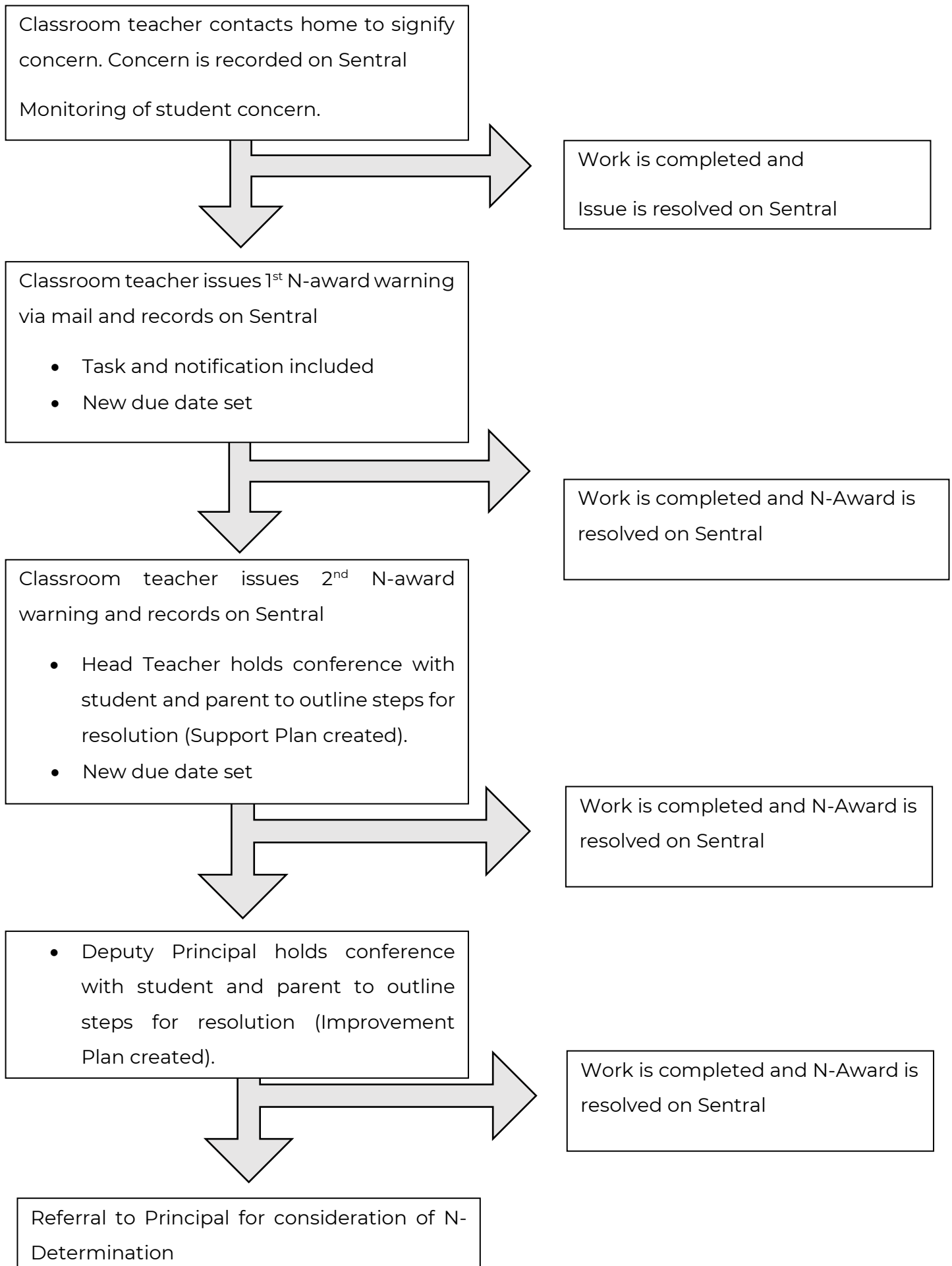
A student is to be given an 'N' Determination when there is a failure to complete tasks which contribute **in excess of 50 percent** of the final assessment marks in that course.

Assessment task missed / not submitted / non-serious attempt



For additional missed tasks, classroom teacher to issue further warnings following steps above.

Sustained effort and due diligence concerns for not meeting course requirements



Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

<https://studentsonline.nesa.nsw.edu.au/>

Students should log into Students Online to check their confirmation of entry and ensure their name, courses, address, email and phone number are correct. You can change your address, email and phone number in the personal details section.

You can download your free PDF credentials in the **Results Services** section.

You can find helpful information in **My Account** under **Manuals and Guides**.

It is the responsibility of each student to ensure all information contained on Students Online is kept up-to-date. Inform the school of any name changes or course concerns

INTEGRITY

HSC: All My Own Work Program

This program is designed to help HSC students follow the principles and practices of good and ethical scholarship as set out by NESA on its *HSC: All My Own Work* website at

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent. This requirement excludes students who are entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if deemed appropriate by the school.

What is malpractice in HSC Assessment?

Cheating, or malpractice, is **dishonest behaviour** by a student that gives them an **unfair advantage** over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Some examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

The examples above are generally referred to as **plagiarism**.

What is plagiarism?

Plagiarism is when you imply or pretend that you have written or created a piece of work that someone else originated. It is cheating, dishonest, and could jeopardise your HSC results.

How to avoid plagiarism

Further information can be obtained online in the leaflet, *HSC Assessments and Submitted Works – Advice to Students*, found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

OR refer to the *All My Own Work* webpage.

Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero and the student jeopardises his/her eligibility for the award of the HSC**.

If an assessment task for a subject is scheduled for different periods of the same day, students are not to disclose details of the task to the cohort undertaking the task at a later time. If this occurs, this will be considered to be malpractice and a zero mark will be awarded to all students who have disclosed or received the information.

Allegations of malpractice will initially be investigated by the Head Teacher of the faculty concerned, before being referred to the appropriate Deputy Principal, who will convene an **Assessment Review Panel** to examine the case.

NESA treats cheating in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught. Depending on the circumstances of the case, one or more of the following may apply:

- zero marks may be awarded for part or all of the examination
- you may be required to have an interview with a 'malpractice' panel at NESA
- you may lose the award of the HSC in one or more courses
- you may damage your ability to apply for entry to TAFE or university courses or scholarships.

Mobile phones and electronic equipment

Mobile phones must be switched off and placed in your bag **before the start of an examination**. Failure to do so will make your performance in that examination null and void. Mobile phones must be turned off and remain in bags or be collected **before a class assessment task commences**.

Other than NESAs approved calculators (when required), **no other electronic equipment or instruments** (including, but not limited to, phones, tablets, smart/programmable watches) **will be permitted** in examinations, or during in-class assessment tasks. Essential medical appliances need prior approval before the examination/assessment.

Disputing an assessment mark

If you are concerned about a mark, you must discuss this with your teacher **when the work is returned**. If you are still not satisfied, you should pursue the matter with the relevant Head Teacher within **FIVE school days** of the return of the task.

Record of marks

Each faculty keeps a register of all marks awarded for tasks. The school will **NOT provide an actual assessment mark** to students or parents, as the **final mark must remain confidential**. However, each semester report will show the student's current ranking in the assessments in each subject.

Notification of tasks

Students are to be notified in writing of formal assessment items – that is, all tasks common to all students in the course. The notification is to be standardised, using the same format as the example given in this booklet on page 25. Notice of examinations must also be given using the same format.

The notification must be given in the form of a handout, at least two weeks before the task, in addition to any other means of notification which may include, but not be limited to: assessment booklets, noticeboards, Moodle, online classrooms etc. Students are to sign upon receipt of the task, and when the task is submitted. A sample of the form to be used for this is given on the next page.

The notification sheet must contain the following:

- description of task: topic/s, type of task
- date due or date of task (test items)
- method of submission where appropriate (e.g. due by 3.20pm; must be handed in during class time, etc.)
- outcomes being assessed
- assessment criteria
- a statement about the avoidance of plagiarism, specific reference to *HSC: All My Own Work*.

Assessment Protocols

- students in Stage 6 are to use student numbers, not names
- with examination-style tasks, usual examination rules regarding conduct are to be observed.

Late submission of assessment task

In the case of illness or misadventure the following must be submitted to avoid penalty:

- a medical certificate and/or misadventure form with supporting document/s.
- This must be given to the Head Teacher of the relevant subject on the FIRST day of return to school, irrespective of whether the student has a timetabled period in that subject that day. The task must be submitted / attempted as soon as the medical certificate expires.
- In Year 12, an 'N' award warning letter is to be sent as soon as possible, if the above processes are not followed.

Examination length

Trial HSC examinations are to conform in length to the HSC examinations in each subject.

Examination rules

1. All candidates must check the examination timetable carefully. No consideration can be given to students who arrive late for an examination or who miss an examination due to misreading the timetable.
2. Candidates are to assemble in the library quad at least 15 minutes before an examination and wait for instructions about entry to the examination centre. There should be no talking once you have entered the examination centre.
3. All candidates are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
4. Candidates must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
5. You MUST NOT:
 - take a programmable/smart watch into the examination room
 - speak to any person other than a supervisor after entering the examination room
 - take any electronic device into the examination, unless NESAs approved
 - behave in any way likely to disturb the work of any other student or upset the conduct of the examination
 - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination
 - wear a cap/hat
 - take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle may be taken into the examination room.
6. Only the equipment necessary for the examination is to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
7. Mobile phones must be turned off and left in your bag in the examination room.
8. If you need to leave the examination room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the first 30 minutes OR the last 30 minutes of the examination. Exceptions will be made ONLY in the case of an emergency.

Examination rules - continued

9. Full school uniform must be worn throughout the examination period. This includes school shoes.
10. If a candidate is to miss an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on 9473 5000 and leave a message for the relevant Head Teacher.
11. Candidates who miss an examination/task due to illness or misadventure, or absence, should see the appropriate subject Head Teacher immediately upon their return to school. Upon acceptance of a medical certificate or document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or alternative arrangements will be made.
12. Candidates need only attend school when they have a scheduled examination. However, if students are at school for a morning examination and have an examination later that day, students are not permitted to leave the grounds between examinations. When a candidate's last examination for the day is finished, they must go home to study and are not to loiter at shops, railway stations, parks or other venues.



Pennant Hills High School

Assessment Task Notification

Course:

Stage:

Year:

Task/Area of study:

Date issued:

Task date / Due date:

Task number:

Weighting:

Task Type:

E.g.: oral presentation, formal examination, research report, research essay, examination essay, practical performance, etc.

Task Description:

Any information that helps students understand what is expected of them; would include length, break-down of components, etc.

e.g.: A formal examination of 90 minutes duration made up of multiple-choice questions, short answer questions, source-based questions and an extended essay-style response

Outcomes assessed by this task:

E.g. BIO 12-1 to 12-7 and 12-12, 12-14, 12-15 (As per the syllabus for the course)

Criteria for assessment:

Include marking criteria where appropriate – i.e. all non-examination tasks.

For examinations: include the rubric

Additional information:

Student numbers, not names, are to be used **(this is to be included in all non-practical Stage 6 tasks)**

Upon submission of this task you will be required to certify that your work complies with NESA HSC: All My Own Work rules **(this to be included in all Stage 6 non-examination tasks)**

This is a formal assessment item. In Year 11, the student or parent must phone the school as soon as they are aware that they will be unable to attend the task and speak to/leave a message for the relevant Head Teacher. This does not replace the need for a medical certificate. Absence due to illness must be supported by a medical certificate, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school and/or at a time negotiated with the Head Teacher– i.e. when your medical certificate expires.

Please see YEAR 12 ASSESSMENT AND REPORTING PROCEDURES document for further information.

Additional information may include: submission details, equipment needed, how the order will be determined for oral/practical tasks, etc.

ACHIEVEMENT

Steps to manage your assessment tasks

- Be aware of due dates. Keep an up-to-date diary of all assessment activities and other commitments. Highlight dates on the planner issued at school.
- Use a wall calendar or small whiteboard in a public space like your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is **not** an acceptable excuse for the late submission of work. Don't forget to keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

General comments on assessment

- 1 Each subject provides information in this booklet about the types of tasks which will be set. Remember, the components of the course to be assessed and the percentage weightings given to each component are determined by NESA. The school decides the tasks.
- 2 There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance, in writing.
- 3 **Two** weeks **WRITTEN** notice will be given of the date for a set task. Carefully read the information on LATE tasks and MISSED tasks.
- 4 If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time by either mail or by delivery to the Administrative Office or to the respective faculty Head Teacher.
- 5 The school will endeavour to monitor the dates set for tasks by having teachers of all subjects inform the Deputy Principal of planned dates. If too many tasks appear to be set over too short a time (e.g. three on the one day), the Deputy Principal will seek a variation of dates from Head Teachers. Any problems should be referred to the Deputy Principal.
- 6 Remember, work done in assignments, etc., must be the student's efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark will be awarded. Ignorance of the rules regarding plagiarism is not a defense: it is the student's responsibility to read **ALL** information provided.
- 7 While assessment tasks are obviously important, no one should lose sight of the fact that the HSC examination still remains more important, as candidates' results in the final examinations will influence the final scaled assessment mark.
- 8 Please note that not all tasks may be weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur during the HSC year as a consequence of relatively small mark differences.
- 9 Finally, learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are staff in the school who are available to provide advice and guidance.

**Assessment schedules for all subjects are available on
the school website and from your teacher.**

AGRICULTURE

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|----------------------------------|--|--|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 7 | Term 3, Weeks 3-4 | |
| Task Type | Plant/Animal Production Research and In-Class Task | Farm Product Study Report | Elective Research – and in Class Task | Trial HSC Examination | |
| Outcomes Assessed | H1.1, H2.1, H2.2 | H3.1 H3.4 | H3.4, H4.1 H5.1 | H1.1, H2.1 H2.2, H3.1 H3.2, H3.3 H3.4, H4.1 H5.1 | |
| Knowledge and Understanding - Content | 5 | 5 | 10 | 20 | 40 |
| Knowledge, understanding and skills required to manage agricultural production systems | 10 | 10 | 10 | 10 | 40 |
| Skills in effective research, experimentation and communication | 5 | 10 | 5 | - | 20 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

- 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

ANCIENT HISTORY

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|--|--|--|--|-----------------------------|
| Timing | Term 4, Week 6 | Term 1, Week 6 | Term 2, Week 6 | Term 3, Weeks 3 - 4 | |
| Task Type | Source Analysis: in class Core study: Cities of Vesuvius | Research Essay: in class Historical Period | Source Evaluation: Oral Presentation Personality | Trial HSC Examination | |
| Outcomes Assessed | AH12-4, AH12-5, AH12-6, AH12-7 | AH12-1, AH12-2, AH12-3, AH12-5, AH12-9 | AH12-3, AH12-4, AH12-5, AH12-8 | AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-9 | |
| Knowledge and understanding of course content | 10 | - | - | 30 | 40 |
| Source – based skills: analysis, synthesis and evaluation of historical information from a variety of sources | 10 | - | 10 | - | 20 |
| Historical inquiry and research | - | 15 | 5 | - | 20 |
| Communication of historical understanding in appropriate forms | - | 10 | 10 | - | 20 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

- 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** assesses the significance of historical features, people, places, events and developments of the ancient world
- 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

BIOLOGY

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|----------------------------------|--|-----------------------------------|-----------------------------------|---|----------------------|
| Timing | Term 4, Week 7 | Term 1, Weeks 4-7 | Term 2, Week 7 | Term 3, Weeks 3-4 | |
| Task Type | Modelling & Problem Solving | Depth Study AMGEN | Application of Skills | Trial HSC Examination | |
| Outcomes Assessed | BIO 12-1 – BIO 11-7, BIO 12-12 | BIO 12-1 – BIO 11-7, BIO 12-13 | BIO 12-1 – BIO 11-7, BIO 12-14 | BIO 12-1 – BIO 12-7, BIO 12-12 – BIO 12-15 | |
| Skills in Working Scientifically | 15 | 20 | 15 | 10 | 60 |
| Knowledge and understanding | 5 | 10 | 5 | 20 | 40 |
| Weighting % | 20 | 30 | 20 | 30 | 100 |

OUTCOMES

Working Scientifically

- 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

Knowledge and Understanding

- 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

BUSINESS STUDIES

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|------------------------------------|--|--|--|------------------------------|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | In-class Research based extended Response Operations | In-Class Business Report Marketing | In-class – Stimulus based task Finance | Trial HSC Examination | |
| Outcomes Assessed | H2, H6, H7, H8, H9 | H3, H5, H7, H8, H9 | H2, H3, H4, H5, H6, H7, H9, H10 | H1 - H10 | |
| Knowledge & Understanding | 5 | 10 | 10 | 15 | 40 |
| Communication in Appropriate Forms | 5 | 5 | 5 | 5 | 20 |
| Inquiry | 10 | 5 | 5 | - | 20 |
| Stimulus Based Skills | - | 5 | 5 | 10 | 20 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

- 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 an investigation into contemporary business issues.
- H8** organises and evaluates information for actual and hypothetical business situations.
- H9** communicates business information, issues and concepts in appropriate formats.
- H10** applies mathematical concepts appropriately in business situations.

CHEMISTRY

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|----------------------------------|-------------------------------|---------------------------------|--|---|-----------------------------|
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 3-4 | |
| Task Type | Depth study | Practical Task | Data Processing | Trial HSC Examination | |
| Outcomes Assessed | CH12-1-CH12-7 & CH12-14 | CH12-1 – CH12-7 & CH12-12 | CH12-1 – CH12-7 & CH12-12 – CH12-13 | CH12-1 – CH12-7 & CH12-12 – CH 12-15 | |
| Skills in Working Scientifically | 20 | 15 | 15 | 10 | 60 |
| Knowledge and understanding | 5 | 5 | 10 | 20 | 40 |
| Weighting % | 25 | 20 | 25 | 30 | 100 |

OUTCOMES

Working Scientifically

- 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

Knowledge and Understanding

- 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 change
- 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

CHINESE BEGINNERS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting% |
|-------------------|---|---|--|--|---------------------|
| Timing | Term 4, Week 7 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | Comprehension and Responding | Comprehension and Interview | Grammar and Hanzi | Trial HSC Examination | |
| Outcomes assessed | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | |
| Listening | 20 | | | 10 | 30 |
| Reading | | 20 | | 10 | 30 |
| Speaking | | 10 | 10 | | 20 |
| Writing | | | 10 | 10 | 20 |
| Weighting | 20 | 30 | 20 | 30 | 100 |

Outcomes

A student:

1. Interacting

- 1.1 establishes and maintains communication in Chinese
- 1.2 manipulates linguistic structures to express ideas effectively in Chinese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Chinese-speaking communities to interact appropriately.

2. Understanding texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts

3. Producing texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
- 3.4 applies knowledge of the culture of Chinese-speaking communities to the production of texts

CHINESE CONTINUERS

Assessment Schedule

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting% |
|-------------------|--|--|-----------------------------------|--|---------------------|
| Timing | Term 4, Week 7 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | Comprehension and Responding | Comprehension and Interview | Grammar and Hanzi | Trial HSC Examination | |
| Outcomes assessed | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2 | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3 | 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1 | |
| Listening | 20 | | | 10 | 30 |
| Reading | | 20 | | 10 | 30 |
| Speaking | | 10 | 10 | | 20 |
| Writing | | | 10 | 10 | 20 |
| Weighting | 20 | 30 | 20 | 30 | 100 |

Outcomes

A student:

1. exchange information, opinions and experiences in Chinese

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience

2. express ideas through the production of original texts in Chinese

- 2.1 applies knowledge of language structures to create original text #
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

3. analyse, process and responds to texts that are in Chinese

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language or context

4. understand aspects of the language and culture of Chinese-speaking communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

CHINESE EXTENSION

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Syllabus Weighting % |
|-------------------|---|---|------------------------------|-------------------------|
| Timing | Term 1, Week 6 | Term 2, Week 5 | Term 3, Week 3 – 4 | |
| Task Type | <i>Qing Chun Pai</i> (Young Style) extracts and Prescribed themes | Personal Response, Discussion and Monologue Qing Chun Pai (Young Style) response and Prescribed themes | Trial HSC Examination | |
| Outcomes Assessed | 1.1, 1.2, 2.1, 2.2, 2.3 | 1.1, 1.2, 2.1, 2.2, 2.3 | 1.1, 1.2, 2.1, 2.2, 2.3 | |
| Text Analysis | 15 | 15 | 10 | 40 |
| Writing | 15 | 15 | 10 | 40 |
| Speaking | | 10 | 10 | 20 |
| Weighting | 30 | 40 | 30 | 100 |

OUTCOMES

A student:

1 Present and discuss opinions, ideas and points of view in Chinese

1.1 discusses attitudes, opinions and ideas in Chinese

1.2 formulates and justifies a written or spoken argument in Chinese

2 Evaluate, analyse and respond to text that is in Japanese and that reflects the culture of Chinese-speaking communities

2.1 evaluates and responds to text personally, creatively and critically

2.2 analyses how meaning is conveyed

2.3 analyses the social, political, cultural and/or literary contexts of text that is in Chinese

COMMUNITY AND FAMILY STUDIES

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|---|--|--------------------------|------------------------------|-----------------------------|
| Timing | Term 4, Week 8 | Term 1, Week 11 | Term 2, Week 10 | Term 3, Weeks 3 -4 | |
| Task Type | Independent Research Project (IRP) | In-class Response (Creating positive social environments, Groups in Context) | In Class response | Trial HSC Examination | Syllabus Weighting % |
| Outcomes Assessed | H4.1, H4.2 | H3.1, H5.1 | H.2.3, H6.2 | H1.1 to H6.2 | |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | 40 |
| Skills in critical thinking, research methodology, analysing and communicating | 15 | 15 | 15 | 15 | 60 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

- H 1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities.
- H 2.1** analyses different approaches to parenting and caring relationships.
- H 2.2** evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities.
- H 2.3** critically examines how individual rights and responsibilities in various environments contribute to wellbeing.
- H 3.1** analyses the sociocultural factors that lead to special needs of individuals in groups.
- H 3.2** evaluates networks available to individuals, groups and families within communities.
- H 3.3** critically analyses the role of policy and community structures in supporting diversity.
- H 3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities.
- H 4.1** justifies and applies appropriate research methodologies.
- H 4.2** communicates ideas, debates issues and justifies opinions.
- H 5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources.
- H 5.2** develops strategies for managing multiple roles and demands of family, work and other environments.
- H 6.1** analyses how the empowerment of women and men influences the way they function within society.
- H 6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

The following outcomes are non-assessable.

- H 7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- H 7.2** develops a sense of responsibility for the wellbeing of themselves and others.
- H 7.3** appreciates the value of resource management in response to change.
- H 7.4** values the place of management in coping with a variety of role expectations.

DRAMA

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---------------------|--|--|--|--|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 11 | Term 2, Week 5 | Term 3, Week 2 and Weeks 3 -4 | |
| Task Type | Performance Essay and Written Essay | Performance Essay and Written Essay | Group Performance and Individual Project check | Trial HSC Examination (Written and Practical) | |
| Description | Practical Performance Essay (15%) Written Essay (10%) | Individual Project Progress (15%) Written Essay (10%) | Presentation of Group Performance under development and logbook (10%) Individual Project Presentation and logbook check (10%) | Week 2 Evening Group Performance and logbook (10%) Individual Project (Hand In) or Individual Performance and logbook (10%) Week 3-4 Written Exam (10%) | |
| Outcomes Assessed | H1.1, H1.2, H1.4, H1.5, H1.7, H1.9, H2.4, H3.1 - H3.5 | H1.1 - H1.5, H1.7, H1.9, H2.3, H2.4, H3.1 - H3.5 | H1.1 - H1.9, H2.1 - H2.4 | H1.1 - H1.9, H2.1 - H2.4, H3.1 - H3.5 | |
| Making | 10 | 10 | 10 | 10 | 40 |
| Performing | 5 | 5 | 10 | 10 | 30 |
| Critically Studying | 10 | 10 | - | 10 | 30 |
| Weighting | 25 | 25 | 20 | 30 | 100 |

OUTCOMES. A student:

MAKING

- H 1.1** uses acting skills to adopt and sustain a variety of characters and roles.
- H 1.2** uses performance skills to interpret and perform scripted and other material.
- H 1.3** uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group- devised works.
- H 1.4** collaborates effectively to produce a group-devised performance.
- H 1.5** demonstrates directorial skills.
- H 1.6** records refined group performance work in appropriate form.
- H 1.7** demonstrates skills in using the elements of production.
- H 1.8** recognises the value of the contribution of each individual to the artistic effectiveness of productions.
- H 1.9** values innovation and originality in group and individual work.

PERFORMING

- H 2.1** demonstrates highly developed performance skills.
- H 2.2** uses dramatic and theatrical elements effectively to engage an audience
- H 2.3** demonstrates directorial skills for theatre and other media.
- H 2.4** appreciates the dynamics of drama as a performing art.

CRITICALLY STUDYING

- H 3.1** critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
- H 3.2** analyses, synthesises and synthesises knowledge, information and opinion in coherent, informed oral and written responses.
- H 3.3** demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements. societies
- H 3.4** appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other
- H 3.5** appreciates the role of the audience in various dramatic and theatrical styles and movements

ECONOMICS

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|------------------------------------|--|--|--|------------------------------|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 6 | Term 2, Week 6 | Term 3, Weeks 3-4 | |
| Task Type | In-class task • FIVE in-class obj. responses • ONE in class extended response • TWO short response submissions | In-class task • FIVE in-class obj. responses • ONE in class extended response • TWO short response submissions | In-class task • FIVE in-class obj. responses • ONE in class extended response • TWO short response submissions | Trial HSC Examination | |
| Content Area | Economic Issues | Australia's Place in the Global Economy 'Economic Issues' is assumed Knowledge | Economic Policies and Management 'Economic Issues' is assumed Knowledge | All Topics | |
| Outcomes Assessed | H1, H2, H7, H9 - H12 | H1, H2, H4 - H12 | H1 - H12 | H1 - H11 | |
| Knowledge & Understanding | 5 | 5 | 10 | 20 | 40 |
| Communication in Appropriate Forms | 5 | 5 | 5 | 5 | 20 |
| Inquiry and Research | 5 | 5 | 10 | - | 20 |
| Stimulus-based Skills | 5 | 5 | 5 | 5 | 20 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

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 synthesises information from a variety of sources for relevance and reliability.
- H10** communicates economic information, ideas and issues in appropriate forms.
- H11** applies mathematical concepts in economic contexts.
- H12** works independently and in groups to achieve appropriate goals in set timelines.

ENGINEERING STUDIES

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|---|------------------------------|--|-----------------------------------|-----------------------------|
| Timing | Term 4, Week 8 | Term 1, Weeks 10-11 | Term 2, Week 10 | Term 3, Weeks 3-4 | |
| Task Type | Civil Structures Report/ In class assessment | In Class Task | Open Book Test Aeronautical Mechanics | Trial HSC Examination | |
| Outcomes Assessed | H3.2, H4.2, H4.3, H6.1, H6.2 | H2.1, H3.1, H3.3, H4.2, H5.2 | H1.1, H2.1, H2.2, H4.1, H5.1 | H1.2, H2.1, H3.1, H3.3, H4.1, 4.3 | |
| Knowledge and understanding of course content | 10 | 15 | 15 | 20 | 60 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 10 | 10 | 10 | 10 | 40 |
| Weighting | 20 | 25 | 25 | 30 | 100 |
| Engineering Reports = 20% | | | | | |

OUTCOMES

A Student:

- H 1.1** describes the scope of engineering and critically analyses current innovations.
- H 1.2** differentiates between properties of materials and justifies the selection of materials, components and processes in engineering.
- H 2.1** determines suitable properties, uses and applications of materials in engineering.
- H 2.2** analyses and synthesises engineering applications in specific fields and reports on the importance of these to society.
- H 3.1** demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice.
- H 3.2** uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports.
- H 3.3** develops and uses specialised techniques in the application of graphics as a communications tool.
- H 4.1** investigates the extent of technological change in engineering.
- H 4.2** applies knowledge of history and technological change to engineering based problems
- H 4.3** appreciates social, environmental and cultural implications of technological change in engineering and applies them to the analysis of specific problems.
- H 5.1** works individually and in teams to solve specific engineering problems and in the preparation of engineering reports.
- H 5.2** selects and uses appropriate management and planning skills related to engineering.
- H 6.1** demonstrates skills in research and problem-solving related to engineering.
- H 6.2** demonstrates skills in analysis, synthesis and experimentation related to engineering.

ENGLISH ADVANCED

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|--|---|--|-----------------------------|
| Timing | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 4 | Term 3, Weeks 3-4 | |
| Task Type | Texts and Human Experiences Multimodal presentation with related material | Module A: Language, Identity Culture Analytical response | Module C: Craft of Writing Imaginative text | Trial HSC Examination | |
| Outcomes Assessed | EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7 | EA12-1, EA12-3, EA12-5, EA12-6, EA12-8 | EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9 | EA12-3, EA12-4, EA12-5, EA12-6, EA12-8 | |
| 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 | 10 | 15 | 50 |
| Weighting | 25 | 25 | 20 | 30 | 100 |

OUTCOMES

A student:

- EN 12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN 12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN 12-3** 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
- EN 12-4** strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EN 12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EN 12-6** investigates and evaluates the relationships between texts
- EN 12-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EN 12-8** explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EN 12-9** reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH AS AN ADDITIONAL DIALECT/LANGUAGE (EALD)

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|---|--|---|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Week 3-4 | |
| Task Type | Speaking and Listening task Module A: Texts and Human Experiences | Reading and Writing task Module B: Language, Identity and Culture | Imaginative writing Module D: Focus on Writing | Trial HSC Examination Modules A, B, C and D | |
| Outcomes Assessed | EAL12-1A, EAL12-1B, EAL12-3, EAL12-5, EAL12-6, EAL12-7 | EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8 | EAL12-2, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-9 | EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8 | |
| 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 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

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

ENGLISH EXTENSION 1

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Syllabus Weighting % |
|--|-------------------------------------|--|--------------------------------|-----------------------------|
| Timing | Term 1, Week 5 | Term 2, Week 9 | Term 3, Week 3 – 4 | |
| Task Type | Literary Worlds Writing Task | Critical response with related text | Trial HSC Examination | |
| Outcomes Assessed | EE12-2, EE12-4, EE12-5 | EE12-1, EE12-2, EE12-3, EE12-4 | EE12-1, EE12-2, EE12-3, EE12-4 | |
| 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 |
| Weighting | 30 | 40 | 30 | 100 |

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

ENGLISH EXTENSION 2

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Syllabus Weighting % |
|---|--|---------------------------------------|-------------------------------------|----------------------------|
| Timing | Term 4, Week 10 | Term 1, Week 9 | Term 2, Week 6 | |
| Task Type | Viva Voce (including written proposal) | Literature review | Critique of the creative process | |
| Outcomes Assessed | EEX12-1, EEX12-4, EEX12-5 | EEX12-1, EEX12-2, EEX12-3, EEX12-4 | EEX12-2, 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 |
| Weighting | 30 | 40 | 30 | 100 |

OUTCOMES

A student:

- EEX12-1** demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through 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 Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|--|---|---|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 8 | Term 2, Week 4 | Term 3, Weeks 3–4 | |
| Task Type | Texts and Human Experiences Multimodal presentation with related material | Module A: Language, Identity Culture Analytical response | Module C: Craft of Writing Imaginative text | Trial HSC Examination Common Module Modules A & B Craft of Writing | |
| Outcomes Assessed | EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7 | EN12-1, EN12-3, EN12-5, EN12-7, EN12-8 | EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9 | EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7 | |
| 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 | 10 | 10 | 15 | 15 | 50 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

A student:

- EN 12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN 12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN 12-3** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN 12-4** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN 12-5** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN 12-6** investigates and explains the relationships between texts
- EN 12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
- EN 12-8** explains and assesses cultural assumptions in texts and their effects on meaning
- EN 12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ENGLISH STUDIES

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|---|--|--|-----------------------------|
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 3 - 4 | |
| Task Type | <i>Creative writing</i> <i>Mandatory</i> <i>Module: Texts and Human experience</i> | <i>Multimodal presentation</i> <i>Elective: English and the media</i> | <i>Portfolio of Classwork</i> <i>All modules</i> | <i>Trial HSC examination</i> | |
| Outcomes Assessed | ES12-2, ES 12-3, ES 12-6, ES 12-7 | ES12-2, ES 12-3, ES 12-4, ES 12-5 | ES12-1, ES 12-3, ES 12-4, ES12-6, ES 12-10 | ES12-1, ES 12-3, ES 12-5, ES12-7, ES 12-8, ES 12-9 | |
| Knowledge and understanding of course content | 10 | 15 | 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 |
| Weighting | 20 | 30 | 30 | 20 | 100 |

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

FOOD TECHNOLOGY

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|--|--|---------------------------------|------------------------------|----------------------|
| Timing | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 6 | Term 3, Weeks 3-4 | |
| Task Type | Australian Food Industry Report | Food Manufacture Experiment and Preparation | Food Product Development | Trial HSC Examination | |
| Outcomes Assessed | H1.2, H1.4, H3.1 | H1.1, H4.2 | H1.3, H4.1 | H1.1, H1.2, H1.3, H1.4 | |
| Knowledge and understanding of course content | 10 | - | - | 30 | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | 15 | 10 | 5 | - | 30 |
| Skills in experimenting with and preparing food by applying theoretical concepts | - | 15 | 15 | - | 30 |
| Weighting | 25 | 25 | 20 | 30 | 100 |

OUTCOMES

A student:

- H 1.1** Explains manufacturing processes and technologies used in the production of food products.
- H 1.2** Examines the nature and extent of the Australian food industry.
- H 1.3** Justifies processes of food product development and manufacture in terms of market, technological and environmental considerations.
- H 1.4** Evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H 2.1** Evaluates the relationship between food, its production, consumption, promotion and health.
- H 3.1** Investigates operations of one organisation within the Australian food industry
- H 3.2** independently investigates contemporary nutrition issues.
- H 4.1** develops, prepares and presents food using product development processes.
- H 4.2** applies principles of food preservation to extend the life of food and maintain safety
- H 5.1** develops, realises and evaluates solutions to a range of food situations.

GEOGRAPHY

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|--|---|---|------------------------------|----------------------|
| Timing | Term 4, Week 10 | Term 1, Week 8 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | In-class test. Objective responses, short responses Ecosystems at Risk | In-class Extended Response Urban Places | In-class essay and skills question with stimulus People and Economic Activity | Trial HSC Examination | |
| Outcomes Assessed | H1, H5, H6, H8, H10, H12, H13 | H1, H3, H5, H6, H8, H9, H10, H11, H13 | H1, H2, H5, H6, H7, H8, H9, H12, H13 | H1 – H13 | |
| Knowledge and Understanding | 10 | 5 | 10 | 15 | 40 |
| Geographical tools and skills | | 5 | 5 | 10 | 20 |
| Geographical inquiry and research, including fieldwork | 5 | 10 | 5 | | 20 |
| Communication of geographical information, ideas and issues in appropriate forms. | 5 | 5 | 5 | 5 | 20 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

OUTCOMES

- 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
- H13** communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms

HISTORY EXTENSION

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Syllabus Weighting % |
|---|---|--------------------------------------|------------------------------|----------------------|
| Timing | Term 1, Week 6 | Term 2, Week 9 | Term 3, Weeks 3-4 | |
| Task Type | Historical Process (Proposal, process log, annotated sources) History Project | Essay History Project | Trial HSC Examination | |
| Outcomes assessed | HE12-2 HE12-3 HE12-4 | HE12-1 HE12-2 HE12-3 HE12-4 | HE12-1 HE12-3 HE12-4 | |
| Knowledge and understanding about significant historiographical ideas and processes | 10 | 10 | 20 | 40 |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 20 | 30 | 10 | 60 |
| Weighting | 30 | 40 | 30 | 100 |

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

INDUSTRIAL TECHNOLOGY

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|--|------------------------------------|--|--|----------------------|
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | Designing and Planning Presentation | Industry Study | Project Development and Management Report | Trial HSC Examination | |
| Outcomes Assessed | H3.1, H3.2, H3.3, H5.1 | H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 | 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 design, management, communication and production of a major project | 15 | 15 | 20 | 10 | 60 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

OUTCOMES

- H 1.1** investigates industry through the study of businesses in one focus area
- H 1.2** identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H 1.3** identifies important historical developments in the focus area industry
- H 2.1** demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H 3.1** demonstrates skills in sketching, producing and interpreting drawings
- H 3.2** selects and applies appropriate research and problem-solving skills
- H 3.3** applies and justifies design principles through the production of a Major Project
- H 4.1** demonstrates competency in a range of practical skills appropriate to the Major Project
- H 4.2** 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
- H 5.1** selects and uses communication and information processing skills
- H 5.2** examines and applies appropriate documentation techniques to project management
- H 6.1** evaluates the characteristics of quality manufactured products
- H 6.2** applies the principles of quality and quality control
- H 7.1** explains the impact of the focus area industry on the social and physical environment
- H 7.2** analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

INDUSTRY-BASED LEARNING

(available only for School Based Apprentices and Trainees)

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|--|--|---|--|----------------------|
| Type of task | Interview with careers teacher. | Journal Weekly log on Canvas Student will need to submit a weekly log of what they do at work. These will quiz based questions | Assessment task Understanding Employability Skills | Assessment task Where to from here? | |
| Due Date | Term 4, Week 3 Term 1 Week 3 Term 2 Week 3 | Ongoing completed by week | Term 1, Week 6 | Term 4 Week 3 | |
| Outcomes assessed | 1.1. 3.2, 3.3 4.1 | 1.1, 3.1, 3.2, 3.3-3.4, 4.1, 5.1 5.2 5.3 | 2.1 3.1 3.3 4.1 5.1 | 2.1, 2.2-, 2.3 3.1, 3.3, 3.4 5.1, 5.2, 5.3 | |
| Skills in Workplace | 5 | 10 | 10 | 15 | 40 |
| Knowledge & Understanding of Workplaces | 5 | 30 | 15 | 10 | 60 |
| Total % | 10 | 40 | 25 | 25 | 100 |

Outcomes

- 1.1 understand work and enterprise
- 2.1 understand the relationship between workplace and the broader industry
- 2.2 understand the pathways for work, education and training in the industry
- 2.3 understand the contribution of the industry to the Australian society and economy
- 3.1 demonstrate skills in communication and teamwork
- 3.2 demonstrate skills in initiative, problem-solving and enterprise
- 3.3 demonstrate skills in planning, organising and self-managing
- 3.4 demonstrate skills in life-long learning and technology
- 4.1 identify and appreciate the personal attributes that contribute to overall employability
- 5.1 identify and appreciate the range of behaviours appropriate to work
- 5.2 identify and appreciate appropriate attitudes towards work
- 5.3 identify and appreciate the ethical and social responsibility dimensions of work

INFORMATION PROCESSES AND TECHNOLOGY

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|--|--|---------------------------------------|--|--|--|
| Timing | Term 4, Week 7 | Term 1, Week 9 | Term 2, Week 7 | Term 3, Weeks 3 - 4, | Syllabus Weighting % |
| Task Type | Major Project Feasibility Study | In-class Test | Major Project System Solution | Trial Examination | |
| Outcomes Assessed | H2.2, H4.1, H5.1, H5.2, H6.1, H6.2 | H1.1, H1.2, H2.1, H2.2, H3.1, H3.2 | H5.1, H6.1, H6.2, H7.1, H7.2 | H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H6.1, H7.1 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 20 | 60 |
| Knowledge and skills in the development of information systems | 10 | 10 | 10 | 10 | 40 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

OUTCOMES

A student:

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

ASSESSMENT SCHEDULE

| Task Number | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|-------------------|---|---|--|--|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Weeks 3-4 | |
| Task Type | Comprehension and dictation test | Comprehension of Grammar and Kanji | Asking and Answering Interview Questions | Trial HSC Examination | |
| Outcomes Assessed | 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 3.2, 3.3 | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 | |
| Listening | 20 | - | - | 10 | 30 |
| Reading | - | 20 | - | 10 | 30 |
| Speaking | - | - | 20 | - | 20 |
| Writing | 5 | 5 | - | 10 | 20 |
| Weighting | 25 | 25 | 20 | 30 | 100 |

OUTCOMES

1. Exchange information, opinions and experiences in Japanese

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese speaking communities to interact appropriately

2. Understanding Texts

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts

3. Producing Texts

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese speaking communities to the production of texts

JAPANESE CONTINUERS (HSC)

ASSESSMENT SCHEDULE

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|-------------------|---|---|--|---|----------------------|
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 6 | Term 3, Weeks 3-4 | |
| Task Type | Comprehension and Dictation Test | Comprehension of Grammar and Kanji | Asking and Answering Interview Questions | Trial HSC Examination | |
| Outcomes assessed | 1.4, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 | 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, 4.3 | 1.1, 1.2, 1.3 1.4, 2.1, 2.2, 2.3, 4.1 | 1.1, 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 | 20 | - | - | 10 | 30 |
| Reading | - | 20 | - | 10 | 30 |
| Speaking | - | - | 20 | - | 20 |
| Writing | 5 | 5 | - | 10 | 20 |
| Weighting | 25 | 25 | 20 | 30 | 100 |

Outcomes

A student:

1. exchange information, opinions and experiences in Japanese

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience

2. express ideas through the production of original texts in Japanese

- 2.1 applies knowledge of language structures to create original text #
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information

3. analyse, process and responds to texts that are in Japanese

- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language or context

4. understand aspects of the language and culture of Japanese-speaking communities

- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|---|--|--|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 4 | Term 2, Week 3 | Term 3, Weeks 3-4 | |
| Type of Task | Multiple-Choice and Written Response <i>In-Class</i> | Media File and Research Report <i>Submission</i> | Research-based written response <i>In-Class</i> | Trial HSC Examination | |
| Content Area | CRIME | HUMAN RIGHTS | OPTION 3: FAMILY LAW | ALL TOPICS (CORE & OPTIONS) | |
| Outcomes Assessed | H3, H4, H7, H8, H9 | H1, H2, H4, H8, H9 | H4, H5, H7, H8, H9 | H2, H3, H4, H6, H8, H9, H10. | |
| <i>Knowledge & understanding of course content</i> | 20 | 10 | - | 10 | 40 |
| <i>Analysis and evaluation</i> | 10 | - | - | 10 | 20 |
| <i>Inquiry and research</i> | - | 10 | 10 | - | 20 |
| <i>Communication of legal information, ideas and issues in appropriate forms</i> | - | - | 10 | 10 | 20 |
| Weighting | 30 | 20 | 20 | 30 | 100 |

OUTCOMES

A student:

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

MATHEMATICS ADVANCED

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|--------------------------------------|---|--|-----------------------|-----------------------------|
| Timing | Term 4, Week 8 | Term 1, Week 9 | Term 2, Week 6 | Term 3, Weeks 3-4 | |
| Type of task | Class task | Class Task | Class task | Trial HSC Examination | |
| Outcomes Assessed | MA12-3 MA12-5 MA12-6 MA12-8 | MA12-1 MA12-3 MA12-6 MA12-9 MA12-10 | MA12-1 MA12-3 MA12-5 MA12-7 MA12-8 | MA12-1 to MA12-10 | |
| Understanding, fluency and communication | 12.5 | 10 | 12.5 | 15 | 50 |
| Problem-solving, reasoning and justification | 12.5 | 10 | 12.5 | 15 | 50 |
| Weighting | 25 | 20 | 25 | 30 | 100 |

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** communicates using mathematical language, notation, diagrams and graphs.
- 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 SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|--------------------------------------|--|--|-------------------------------------|-----------------------------|
| Timing | Term 4, Week 7 | Term 1, Week 7 | Term 2, Week 7 | Term 3, Weeks 3 - 4 | |
| Task Type | <i>Class Task</i> | <i>Class task</i> | <i>Class task</i> | <i>Trial HSC Examination</i> | |
| Outcomes Assessed | ME12-3 ME12-5 ME12-6 ME12-7 | ME12-1 ME12-2 ME12-4 ME12-6 ME12-7 | ME12-1 ME12-3 ME12-5 ME12-7 ME12-8 | ME12-1 to ME12-10 | |
| Understanding, fluency and communication | 10 | 12.5 | 12.5 | 15 | 50 |
| Problem-solving, reasoning and justification | 10 | 12.5 | 12.5 | 15 | 50 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

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

MATHEMATICS EXTENSION 2

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|-------------------------------|--|-------------------------------|------------------------------|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 9 | Term 2, Week 5 | Term 3, Weeks 3 - 4 | |
| Type of task | <i>Class task</i> | <i>Class Task</i> | <i>Class task</i> | <i>Trial HSC Examination</i> | |
| Outcomes Assessed | MEX12-1 MEX12-3 MEX12-4 | MEX12-1 MEX12-2 MEX12-7 MEX12-8 | MEX12-1 MEX12-5 MEX12-6 | MEX12-1 to MEX12-7 | |
| Understanding, fluency and communication | 12.5 | 10 | 12.5 | 15 | 50 |
| Problem-solving, reasoning and justification | 12.5 | 10 | 12.5 | 15 | 50 |
| Weighting | 25 | 20 | 25 | 30 | 100 |

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

MATHEMATICS STANDARD 1

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|----------------------------------|---|--|-------------------------------|----------------------|
| Timing | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 7 | Term 3, Weeks 3-4 | |
| Type of task | <i>Class Task</i> | <i>Alternative task</i> | <i>Class task</i> | <i>Trial HSC Examination*</i> | |
| Outcomes Assessed | MS1-12-3 MS1-12-4 MS1-12-5 | MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10 | MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-8 | MS1-12-1 to MS1-12-10 | |
| Understanding, fluency and communication | 10 | 12.5 | 12.5 | 15 | 50 |
| Problem-solving, reasoning and justification | 10 | 12.5 | 12.5 | 15 | 50 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

**Alternate task provided for non-examination students*

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

MATHEMATICS STANDARD 2

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|----------------------------------|--|------------------------------|----------------------|
| Timing | Term 4, Week 8 | Term 1, Week 7 | Term 2, Week 7 | Term 3, Weeks 3 - 4 | |
| Task Type | <i>Class Task</i> | <i>Alternative task</i> | <i>Class task</i> | <i>Trial HSC Examination</i> | |
| Outcomes Assessed | MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10 | MS2-12-3 MS2-12-4 MS2-12-5 | MS2-12-1 MS2-12-2 MS2-12-6 MS2-12-7 MS2-12-8 | MS2-12-1 to MS2-12-10 | |
| Understanding, fluency and communication | 10 | 12.5 | 12.5 | 15 | 50 |
| Problem-solving, reasoning and justification | 10 | 12.5 | 12.5 | 15 | 50 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

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

MODERN HISTORY

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|--|--|--|--|-----------------------------|
| Timing | Term 4, Week 6 | Term 1, Week 8 | Term 2, Week 5 | Term 3, Weeks 3-4 | |
| Type of Task | Source Analysis and Content: <i>In-class</i> | Research Essay And In-Class Component | Historical Analysis Research and Vlog | Trial HSC Examination | |
| Content Area | CORE STUDY: POWER AND AUTHORITY IN THE MODERN WORLD 1919-1946 | NATIONAL STUDIES | PEACE & CONFLICT | ALL TOPICS (CORE & OPTIONS) | |
| Outcomes assessed | MH12-1, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9 | MH12-2, MH12-3, MH12-4, MH12-6, MH12-7, MH12-8, MH12-9 | MH12-2, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9 | MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9 | |
| Knowledge and understanding of course content | 5 | 10 | 5 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 | 5 | - | 5 | 20 |
| Historical inquiry and research | - | 10 | 10 | - | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | 20 |
| Weighting | 20 | 30 | 20 | 30 | 100 |

OUTCOMES

A Student:

- MH 12-1** accounts for the nature of continuity and change in the modern world
- MH 12-2** proposes arguments about the varying causes and effects of events and developments
- MH 12-3** evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH 12-4** analyses the different perspectives of individuals and groups in their historical context
- MH 12-5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH 12-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH 12-7** discusses and evaluates differing interpretations and representations of the past
- MH 12-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH 12-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MUSIC 1

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|-------------------|--|--|--|--|----------------------|
| Timing | Term 4, Week 9 | Term 1, Week 10/11 | Term 2, Week 6 | Term 3, Week 2-4 | |
| Task Type | Composition Portfolio and Aural Analysis Topic 1: An Instrument & Its Repertoire <i>Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic</i> | Presentation of Performance and Viva Voce Topic 2: Popular Music Solo or ensemble <i>performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic</i> | Presentation or Submission: Elective Option for Topics 1 and 2 <i>Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</i> | Trial HSC Examination <i>Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3</i> | |
| Outcomes assessed | H2, H4, H5, H6, H7, H8, H10, H11 | H1, H2, H4, H5, H6, H9, H10, H11 | H1-11 | H1-11 | |
| Performance | - | 10 | - | - | 10 |
| Composition | 10 | - | - | - | 10 |
| Musicology | - | 10 | - | - | 10 |
| Aural | 10 | - | - | 15 | 25 |
| Electives | - | - | 30 | 15 | 45 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

OUTCOMES

A Student:

- 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

MUSIC 2

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|-------------------|---|---|--|--|----------------------|
| Timing | Term 1, Week 10 | Term 2, Week 2 | Term 3, Week 2 | Term 3, Week 3-4 | |
| Task type | Composition Draft <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i> <i>Composition portfolio work in progress and analysis of two–three selected works to demonstrate an understanding of compositional techniques</i> | Presentation of Core Performance <i>Mandatory Topic: Music of the last 25 years (Australian Focus)</i> <i>Solo or ensemble performance (Mandatory topic) and sight singing</i> | Presentation or Submission <i>Mandatory Topic: Music of the last 25 years (Australian Focus) and Additional Topic</i> <i>Presentation of elective performances or elective composition portfolio or elective musicology portfolio</i> | Trial HSC Examination <i>Musicology and Aural Skills Examination</i> <i>Responses to aural excerpts and unseen scores relating to Mandatory and Additional topics</i> | |
| Outcomes assessed | H3, H5, H6, H7, H9, H11, H12 | H1, H10, H11, H12 | H1–12 | H2, H4, H5, H6, H8, H11, H12 | |
| Performance | - | 20 | - | - | |
| Composition | 20 | - | - | - | 20 |
| Musicology | 10 | - | - | 10 | 20 |
| Aural | - | - | - | 20 | 20 |
| Elective | - | - | 20 | - | 20 |
| Weighting | 30 | 20 | 20 | 30 | 100 |

OUTCOMES

- 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
Through activities in performance, composition, musicology and aural, a student:
- 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

Through activities in performance, composition, musicology and aural, a student:

- H8** understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- 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

MUSIC EXTENSION

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | |
|--|---|--|---|-----------------------------|
| Timing | Term 1, Week 10/11 | Term 2, Week 10 | Term 3, Week 2-4 | |
| Task Type | <p>Performance presentation of repertoire (1 piece) and critical appraisal of the preparation of one piece including background research of repertoire</p> <p>OR</p> <p>Composition portfolio including draft compositions and analysis of works and styles</p> <p>OR</p> <p>Musicology portfolio with research and critical analysis of works</p> | <p>Performance presentation of repertoire (ensemble piece) and viva including critical comparison with professional recordings</p> <p>OR</p> <p>Composition portfolio with viva voce and including development of ideas, musical concepts and techniques</p> <p>OR</p> <p>Musicology viva voce and portfolio including development of topic, sources, and ideas</p> | <p>Trial HSC Examination</p> <p>Performance presentation of repertoire and critical appraisal of concert practice</p> <p>OR</p> <p>Composition submission of portfolio with preliminary recording including resolution of ideas</p> <p>OR</p> <p>Musicology portfolio with written draft, including development and resolution of topic, sources, and ideas</p> | Syllabus Weighting % |
| Outcomes assessed | H1-6 | H1-6 | H1-6 | |
| Performance or Composition or Musicology | 30 | 40 | 30 | 100 |
| Weighting | 30 | 40 | 30 | 100 |

MUSIC EXTENSION

OUTCOMES

| | Performance | Composition | Musicology |
|-----------|--|---|---|
| H1 | performs with highly developed technical skill and stylistic refinement as both a soloist and as an ensemble member | composes with highly-developed technical skill and stylistic refinement demonstrating the emergence of a personal style | presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources |
| H2 | leads critical evaluation and discussion sessions on all aspects of his/her own performances and the performances of others | leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others | leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others |
| H3 | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to the interpretation of music performed | 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 | articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research |
| H4 | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works performed | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed | demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing |
| H5 | presents concert and recital programs, which includes solving problems concerning programming, organisation and management of concert practice and program direction | presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition | presents, discusses and evaluates the problem-solving process and the development and realisation of a research project |
| H6 | critically analyses the use of music concepts to present a stylistic interpretation of music performed. | critically analyses the use of music concepts to present a personal compositional style | critically analyses the use of music concepts to articulate their relationship to the style analysed. |

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|--------------------------------|---|---|---|----------------------|
| Timing | Term 4, Week 6 | Term 1, Week 11 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task Type | Research and Skills – In Class | Key Inquiry questions across content and terminology - In class task | Knowledge and Understanding of course Content – In class task | Trial HSC | |
| Outcomes Assessed | H7 H8 H9 H10 H11 H16 H17 | H1 H2 H3 H4 H5 H15 H16 H17 | H1 H2 H3 H4 H5 H7 H8 H9 H10 H11 H13 H14 H15 H16 H17 | H1 H2 H3 H4 H5 H7 H8 H9 H10 H11 H13 H14 H15 H16 H17 | |
| Content | Option 3: Sports Medicine | Core 1: Health Priorities in Australia Core 2: Factors Affecting Performance | Core 1: Health Priorities in Australia Core 2: Factors Affecting Performance Option 3: Sports Medicine Option 4: Improving Performance | Core 1: Health Priorities in Australia Core 2: Factors Affecting Performance Option 3: Sports Medicine Option 4: Improving Performance | |
| Knowledge and understanding of course content | 10 | 5 | 10 | 15 | 40 |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 20 | 15 | 60 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

Note: H6 and H12 are not assessed as they belong to option modules 1 and 2 which we do not study

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 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)
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- 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

Photography, Video and Digital Imaging – 2 Unit

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|---------------------------------|--|--|--|--|-----------------------------|
| Timing | Term 4, Week 9 | Term 1, Week 11 | Term 2, Week 3 | Term 3, Week 2. | |
| Nature of task | Introduction to Video <i>Submission of a Body of Work-video, brainstorm, story board and Portfolio. Worksheets, exercises and analysis of student studies and other photographers using the Frames</i> | Manipulated Form – Digital <i>Submission of a series of exercises with contact sheets and Portfolio. Worksheets, exercises and analysis of student studies and other photographers using the Conceptual Framework.</i> | In-Class Test <i>Written Examination, including short answer responses and essay format.</i> | Individual Project and Portfolio <i>Documenting initial experimentation and investigation, explanation of intention, and sustained analysis/exploration of materials and ideas. Submission of the Body of Work undergoing refinement and Portfolio including written reflections</i> | Syllabus Weighting % |
| Outcomes assessed | M6, CH1, CH3 | M1, M2, M3, M4, M5, M6, CH1, CH2 | CH1, CH2, CH3, CH4, CH5 | M1, M2, M3, M4, M5, M6, CH2 | |
| Making | 20 | 20 | - | 30 | 70 |
| Critical and Historical Studies | 5 | 5 | 10 | 10 | 30 |
| Total | 25 | 25 | 10 | 40 | 100 |

Outcomes for making. A Student:

- M1** - generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2** - explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of still and/or moving works
- M3** - investigates different points of view in making of photographs and/or videos and/or digital images
- M4** - generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5** - develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6** - takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

Outcomes for critical and historical studies. A student:

- CH1** - generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** - investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** - distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4** - explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5** - recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|----------------------------------|---|---------------------------------------|---|-----------------------|----------------------|
| Timing | Term 4, Week 6 | Term 1, Week 11 | Term 2, Week 8 | Term 3, Week 3-4 | |
| Task Type | Practical Task | Depth Study | Data Analysis | Trial HSC Examination | |
| Outcomes assessed | PH12-2 PH12-3 PH12-5 PH12-6 PH12-7 PH12-12 | PH12-1 PH12-5 PH12-7 PH12-13 | PH12-4 PH12-5 PH12-6 PH12-7 PH12-14 | PH12-1 – PH12-15 | |
| Knowledge and understanding | 5 | 10 | 5 | 20 | 40 |
| Skills in Working Scientifically | 20 | 15 | 20 | 5 | 60 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

A Student:

Working Scientifically

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

Knowledge and Understanding

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

SOCIETY AND CULTURE

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|------------------|---|---|--|--|----------------------|
| Timing | Term 4, Week 7 | Term 1, Week 5 | Term 2, Week 8 | Term 3, Weeks 3-4 | |
| Task type | Written Report <i>Pre-seen</i> | Research task Vlog <i>Submission</i> | Unseen Response <i>In-class</i> | Trial HSC Exam | |
| Topic | PERSONAL INTEREST PROJECT PROCESS | SOCIAL & CULTURAL CONTINUITY AND CHANGE | DEPTH STUDIES | ALL TOPICS (CORE & OPTIONS) | |
| Outcomes | H1, H4, H6, H7, H8, H10 | H1, H2, H3, H5, H7, H9, H10 | H1, H2, H3, H4, H5, H7, H9, H10 | H1, H2, H3, H4, H5, H6, H7, H9, H10 | |
| Knowledge | - | 20 | 10 | 20 | 50 |
| Methods | 15 | - | 10 | 5 | 30 |
| Communication | 5 | 5 | 5 | 5 | 20 |
| Weighting | 20 | 25 | 25 | 30 | 100 |

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.

SOFTWARE DESIGN & DEVELOPMENT

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|---|------------------------------------|-----------------------|--|------------------------------------|-----------------------------|
| Timing | Term 4, Week 10 | Term 1, Week 11 | Term 2, Week 10, | Term 3, Weeks 3-4 | |
| Task type | Project Proposal | Class Test | Software Solution | Trial Examination | |
| Outcomes Assessed | H1.1, H2.2, H4.1, H5.1, H5.2, H6.4 | H1.1, H2.1, H4.2, 6.1 | H3.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3 | H1.2, H1.3, H3.1, H5.2, H6.1, H6.4 | |
| Knowledge and understanding of course content | 10 | 10 | 15 | 15 | 50 |
| Design and development of software solutions | 10 | 10 | 15 | 15 | 50 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

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** describes the historical development of different language types
- H2.2** explains the relationship between emerging technologies and software
- 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 relationship between the roles of people involved in the software development cycle
- H6.2** communicates the processes involved in a software solution to an inexperienced user
- H6.3** uses a collaborative approach during the software development cycle
- H6.4** develops effective user interfaces, in consultation with appropriate people

Sport, Lifestyle and Recreation Studies

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

| Task number | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------------|--|--|---|--|-----------------------------|
| Timing | Term 4, Week 9 | Term 1, Week 10 | Term 2, Week 9 | Term 3, Weeks 5-9 | |
| Task type | First Aid & Sports Injuries – Long Answer Response Practical PE Periods | Sport Administration – Organising a Carnival – Practical PE Periods | Resistance Training - Gym session – Practical PE Periods | Sport Training and Coaching AIS– Practical PE Periods | Syllabus Weighting % |
| Outcomes assessed | 3.6, 4.5 | 1.3, 2.1, 4.4 | 1.3, 2.1, 4.4 | All | |
| Knowledge and Understanding | 10 | 10 | 10 | 20 | 50 |
| Practical Skill | 10 | 10 | 20 | 10 | 50 |
| Weighting | 20 | 20 | 30 | 30 | 100 |

OUTCOMES

| | |
|--|--|
| 1. knowledge and understanding of the factors that influence health and participation in physical activity | 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. knowledge and understanding of the principles and processes impacting on the realisation of movement potential | 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. the ability to analyse and implement strategies that promote health, physical activity and enhanced 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. a capacity to influence the participation and performance of self and others. | 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. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential | <i>Values and Attitudes</i> 1.1 accepts responsibility for personal and community health 1.2 willingly participates in regular physical activity 1.3 values the importance of an active lifestyle 1.4 values the features of a quality performance 1.5 strives to achieve quality in personal performance |

TEXTILES AND DESIGN

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | Syllabus Weighting % |
|--|---|---|--|--|----------------------|
| Timing | Term 4, Week 7 | Term 1, Week 8 | Term 2, Week 9 | Term 3, Weeks 3-4 | |
| Type of Tasks | Presentation Major Textile Project Plan | In Class Contemporary Designers task | Major Textiles Project Development report - Experimentation | Trial HSC Examination | |
| Outcomes Assessed | H1.1, H1.2, H2.1, H2.3 | H2.1, H5.1, H5.2, H6.1 | H2.2, H2.3, H3.1, H4.1, H4.2 | H1.3, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1 | |
| Major Textiles Project | 20 | | 30 | | 50 |
| Design | | 10 | | | 20 |
| Properties and Performance of Textiles | | 3 | 10 | 7 | 20 |
| Australian TCF and A Industry | | 7 | | 3 | 10 |
| Weighting | 20 | 20 | 40 | 20 | 100 |

OUTCOMES

| | |
|-------------|--|
| 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 |

VET - Certificate II in Cookery

School Name: Pennant Hills High School

Assessment Schedule Year 12 – 2024

| Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. | | Task 3 | Task 4 | Task 5 | Trial Exam** |
|---|---|--------|--------|--------|------------------------------|
| Code | Unit of Competency | Term 4 | Term 5 | Term 7 | Term 3 Weeks 3-4 : |
| SITHCCC026 | Package prepared foodstuffs | X | | | |
| SITHCCC023 | Use food preparation equipment | | X | | |
| SITHCCC024 | Prepare and present simple dishes | | X | | |
| SITHCCC027 | Prepare dishes using basic methods of cookery | | | X | |
| SITHCCC034 | Work effectively in a commercial kitchen | | | X | |

Depending on the achievement of units of competency, the possible qualification outcome is SIT20421 Certificate II in Cookery

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

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

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency.

Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not ALLOCATED.

VISUAL ARTS

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 | Task 4 | |
|-----------------------|---|--|---|--|------------------------------------|
| Timing | Term 4, Week 7 | Term 1, Week 9 | Term 3, Week 3-4 | Term 3, Week 5 | |
| Type of Tasks | Written Research Task: Artist's Practice <i>Investigative Case Study as research and extended response, including analysis of a selection of influencing artworks that convey a concept/theme to the audience using the Conceptual Framework and Frames</i> | Development of the Body of Work: VAPD <i>VAPD documenting initial artmaking experimentation and investigation, explanation of intention, and sustained analysis/exploration of materials and ideas through the Conceptual Framework and Frames</i> | Trial HSC Examination <i>Art Criticism and Art History Written Examination, including short answer responses and essay format</i> | Resolving the Body of Work <i>Submission of the Body of Work undergoing refinement, VAPD including written reflections of the links between material and conceptual practice, and the curation of artworks for HSC submission with written evaluation of these decisions</i> | Syllabus Weighting % |
| Outcomes Assessed | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6 | H7, H8, H9, H10 | H1, H2, H3, H4, H5, H6 | |
| Artmaking | - | 25 | - | 25 | 50 |
| Art Criticism and Art | 25 | - | 25 | - | 50 |
| Weighting | 25 | 25 | 25 | 25 | 100 |

OUTCOMES

Artmaking Objective:

Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.

- H1** initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions.
- H2** applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work.
- H3** demonstrates an understanding of the frames when working independently in the making of art.
- H4** selects and develops subject matter and forms in particular ways as representations in artmaking.
- H5** demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways.
- H6** demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work.

Art Criticism and Art History Objective:

Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.

- 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.