



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

**COURSE ASSESSMENT INFORMATION
STAGE 6**

**HSC - YEAR 12
2020 / 2021**

November 2020

Contents

Mission Statement	3
College Curriculum Team	4
New South Wales Education Standards Authority (NESA) Requirements	5 – 8
<ul style="list-style-type: none">• Pattern of Study• Change of Pattern of Study• Exclusions• Satisfactory Completion of a course	
Student Rights and Responsibilities	9 - 13
<ul style="list-style-type: none">• Completion and Submission of Tasks• Submission of Assessments• Illness / Misadventure Procedure• Appeal Procedure	
Malpractice and Plagiarism	14
School Rights and Responsibilities	15
Australian Tertiary Admission Rank (ATAR)	16
Useful Links	17
Assessment Schedules (Part B)	18 - 54



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

MATER MARIA CATHOLIC COLLEGE

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College Curriculum Team

PRINCIPAL	Mr M Reicher
Assistant PRINCIPAL	Mrs B Timp
Leader of EVANGELISATION and CATHOLIC FORMATION	Mr M Halliday
DIRECTOR of ACADEMIC CARE	Mr P Mau
DIRECTOR of PASTORAL CARE	Mrs A Hurley

Key Learning Area Coordinators

Creative Arts	Ms R Tarrant
English	Mrs S Conna Mrs J Leigh-Jones (Assistant)
Human Society and Its Environment	Mrs J Hammond Mrs P Mayne
Languages	Mrs A Giunta Mrs M Raso
Leader of Religious Education - Curriculum	Ms Kim-Maree Goodwin
Learning Support	Mrs T Marshall
Mathematics	Mr J Radcliff Mrs M Rulli (Assistant)
Performing Arts	Ms K Hollestelle-Watson
Personal Development, Health and Physical Education	Mr A Privett
Science	Mr T Walsh Mr A Law (Assistant)
Technological and Applied Studies	Mr G Hinson Ms L Mesker (Assistant)
Vocational Education Training [VET]	Mrs S Hastings

General Coordinators

Careers Adviser	Ms R Turner
Externally Delivered TAFE Courses	Mrs S Hastings
All Other Externally Delivered Courses (NSW School of Languages, Lismore Online, Sydney Distance Education)	Mr P Mau

New South Wales Education Standards Authority (NESA) Requirements.

PATTERN OF STUDY

To qualify for the Higher School Certificate, certain patterns and course requirements apply:

You must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units.
- An HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses.
- 2 units of a Board Developed Course in English, or English Studies.
- 3 course of 2 or more units (either Board Developed or Board Endorsed Courses).
- 4 subjects.
- Note: Studies of Religion 1, Extensions in English1 & 2, Mathematics 1 & 2, History, Music and Language courses are 1 unit subjects.

Preliminary Courses conclude at the end of Term 3, 2017 following the end of course examinations. HSC Courses will commence in term 4, 2017.

Students who are not proceeding to HSC Courses may leave school at the end of their Preliminary Course.

HSC Extension 1 courses may not be completed without completion of the Preliminary Extension course. HSC Extension 2 courses may not be completed without completion of the Preliminary Extension 1 course. For all Extension courses except HSC Mathematics Extension 2, an HSC Extension course may only be studied concurrently with, or after completing, the HSC 2 unit course in the subject. Curriculum Framework courses, in all other subjects where Extension courses are available, comprise a 60-hour HSC course which may not be commenced until the related Preliminary course has been completed.

CHANGE of PATTERN of STUDY

Students commencing their HSC Year can, if desired, change their Pattern of Study by:

- Withdrawing from existing courses.
- Enrolling in extension courses provided they have the correct pre-requisites:
 - Extensions in History, Languages and Music require satisfactory completion and continuation of the relevant Preliminary course.
 - Extension 2 courses in English and Mathematics require satisfactory completion and continuation of the relevant Preliminary Extension 1 course.

A minimum of 10 units is required in order to receive an HSC credential.

Decisions regarding changes of subjects/courses/units are left, by NESA, to the discretion of the Principal.

Applications for inclusion in Extension courses (Extension 2 English and Mathematics, Extensions in History, Extension Science, Languages and Music) must be made to the Director of Academic Care within two weeks of beginning term 4, 2019.

Applications for withdrawal from courses must be made to the Director of Academic Care and can be made throughout the HSC year but students are advised that, unless absolutely essential, students are best to continue their Year 11 Preliminary pattern of study in term 4, 2019.

Students must make application in writing to the Director of Academic Care using **the Year 11 to 12 – CHANGE OF COURSE FORM** who will then facilitate any changes on behalf of the College Principal.

Change of Course Procedure

The Director of Academic Care will ensure that the student has sufficient time to achieve course objectives and outcomes.

Students leaving a course at the end of the HSC Preliminary Year must not do so **before completing the Change of Course application form and subsequent alteration to the school data base. This change will normally be completed within 24 hours of submission of the form.**

At Mater Maria Catholic College the following procedure is followed for students entering the HSC year.

- Student completes a Change of Course form
- Existing KLA teacher signs and dates the Change of Course form
- Existing KLA Coordinator signs and dates the Change of Course form
- New KLA Coordinator (where a student wishes to enrol in an extension course) signs and dates the Change of Course form.
- Internal class changes e.g. in English or Mathematics must be processed through the Director of Academic Care by the KLA Coordinator.

It is the Director of Academic Care's responsibility to ensure that all students' patterns of study meet the NESA, ATAR and the Catholic Diocese of Broken Bay requirements. (All students must study at least one unit of Religious Education).

EXCLUSIONS – TAFE DELIVERED COURSES

A student should ensure that if he/she studying a TAFE delivered course does not enrol in other courses (or course components) that are excluded under either Category 1 or Category 2. Exclusions apply to concurrent study during either the preliminary or HSC study pattern.

Category 1 - Overlap of Units of Competency

Students must not undertake the same units of competency or VET modules in more than one VET course.

Where a TAFE delivered course includes particular units of competency, the relevant code numbers are shown in the TAFE documentation. For Board Developed Courses, the code numbers are set out in the syllabus documents. Equivalence between units of competency will normally be stated within the relevant training package(s). If students are undertaking two courses with common modules or units of competency, schools should ensure that options within each course are selected so as to avoid duplication.

Category 2 - Overlap with Other HSC Courses

In addition to exclusions applying under Category 1, some specific exclusions apply between TAFE delivered vocational HSC courses and other HSC courses e.g. you may not study Industrial Technology: Electronics and Electro-technology at TAFE. These exclusions are detailed in the 'TAFE-Delivered Vocational HSC Courses for Schools' (www.det.nsw.edu.au/vetinschools/tvet/index.htm).

General Issues

A number of Board Developed Courses include a requirement for the ***development of project work*** for either internal or external assessment. Projects or products developed as part of TAFE delivered vocational HSC courses are not to be used either in full or in part for assessment in any other Higher School Certificate course.

Credit transfer agreements provide advanced standing in some TAFE courses for students who have undertaken related NESA Developed Courses. Details of recognition agreements are provided in TAFE documentation for each course. Where such agreements exist, students' undertaking the Board Developed Course which provides advanced standing should not also undertake the TAFE modules for which advanced standing is granted. For TAFE delivered courses that are developed locally, any exclusions to be applied, other than those in Category 1, will be notified at the time of course approval.

SATISFACTORY COMPLETION OF A COURSE

NESA requires that a student must complete satisfactorily a Preliminary and a HSC Course, before a result in that course can be obtained at the HSC.

The following **course completion criteria** are specified in the **Assessment Certification Examination Manual – ACE 8019**, and refer to both the Preliminary and HSC courses.

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

1. followed the course developed or endorsed by the Board.
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.”

Where a student is not making satisfactory progress, a written warning will be given to the student in an N-Warning letter.

VET completion of requirements including mandatory work placement

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with an ‘N’ determination.

‘N’ determinations

The Board has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

Warnings

If at any time it appears that a student is at risk of being given an ‘N’ (Non completion of course requirements) determination in any course, including VET courses, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an ‘N’ determination in a course on Higher School Certificate eligibility.

Student Rights and Responsibilities

1. A student must work with diligence and sustained effort throughout the course in order to pass the course. This is a Board of Studies rule.
 - Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
 - Repeated failure to complete homework does not demonstrate diligence and sustained effort.
 - Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
 - Unexplained and frequent absence from class does not demonstrate diligence and sustained effort.
2. A student is expected to perform all tasks scheduled in the assessment notice on or by the due date.
3. Students have the right to:
 - be informed of the assessment policies of the school and BOS.
 - receive clear guidelines relating to the requirements of each assessment task.
 - receive meaningful feedback that assists them to review their work.
 - query the mark for an individual task at the time of its return.
4. A student is expected
 - to become familiar with and follow the assessment requirements set by the school.
 - to complete all set tasks on time or talk to teachers about what is required.
 - to avoid behaviour which could be considered malpractice.
 - to follow up any concerns with tasks at the time they are marked and returned.

COMPLETION and SUBMISSION OF TASKS

Students studying an HSC course must make a ***genuine attempt*** to complete course requirements. NESAs expect a student to undertake all assessment tasks.

The minimum requirement is that students must make a genuine attempt at assessment tasks which contribute in excess of 50% of available task marks.

Students studying VET framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

In the case of Extension courses, students who fail to meet assessment requirements for the common part of the course will not receive a result in the course at all.

If at any time it appears that a student is at risk of being given an unsatisfactory [N] determination in a course, the Principal will warn the student and advise the parent or guardian and soon as possible.

The awarding of an 'N' in any one course may result in the student not being awarded the Higher School Certificate.

Submission of Assessments

Students must be present the day before and the periods preceding an assessment task or no marks will be awarded.

Student Rights and Responsibilities

- Students should submit work to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

Illness / Misadventure Procedure

Application for special consideration for illness or misadventure is as follows:

- The Illness / Misadventure form is available from Student Services or on the college web site.
- Students need to lodge an Illness / Misadventure form if they are absent, ill or unable to complete / submit an assessment on the due date during the period set by the teacher. These will be processed by the Director of Academic Care in liaison with the KLA Coordinator. The only exception is during formal exam periods when the form should be handed in to the Director of Academic Care, who will ensure the College office receives a copy of the medical certificate.
- Students who are absent from school on the day (or part thereof) prior to a published assessment are also required to submit an Illness / Misadventure form.
- The Director of Academic Care and Assistant Principal decide the final result of the Illness / Misadventure application.
- Students automatically receive zero until their Illness / Misadventure application has been processed. Illness / Misadventure forms need to be submitted to the relevant KLA Coordinator or teacher through Student Services **within a week of the assessment due date**.
- Failed technology and technology problems are rarely accepted as reasonable grounds to apply for an Illness / Misadventure.
- To support an Illness / Misadventure application, students must include a medical certificate from a doctor or health professional. A letter from parent is sufficient to support an absence such as attendance at a funeral.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school**.

The certification must specifically address:

- The specific type of medical illness and its direct impact on the student's work / research progress.
- Identify any prescribed drugs and their side effects as they relate to the students work / research progress.
- Be dated at the time of the illness
- Be appropriately signed by the medical practitioner.

- On return to school, the student may be asked to sit for a supplementary task. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

Although Department of Education rules require that students do not take leave outside of school vacation dates, in exceptional circumstances the Principal may approve special leave.

- Where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence or for in-class tasks, unless a student's absence is due to illness or misadventure, a zero mark will be awarded.**
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark. Students must be present the day before and the periods preceding the lesson assessments are due.

Internal Procedures for Appeals relating to student dissatisfaction with Assessment Tasks / Marks

- If a student is dissatisfied with an assessment task mark, he or she must discuss this with the teacher concerned within two days if possible.
- If he/she is still not satisfied, he/she should speak to the KLA Coordinator and/or Director of Academic Care.
- If the situation remains unresolved, students should submit an appeal in writing detailing concerns.
- Students and parents will be informed in writing of the College's decision.
- Students and parents may appeal to the Principal about this decision.

Procedures for Appeals against 'N' Determinations

Where a principal has determined that a student is to be issued with an 'N' determination in any course, the Principal's Determination form will be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination. The Board will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the Board, the completed Principal's Determination form will be retained at the school.

Students may appeal the decision made by the Principal directly to NESA.

School review of assessments

Details of review procedures are the responsibility of individual schools. NESA recommended procedures to be employed within schools are outlined below.

- As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices distributed by NESA and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.
- Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.
- In conducting an assessment review it is necessary for the school to ascertain whether:
 - the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the syllabus packages;

- the procedures used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must inform students of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to the Board. The advice on this appeal to the Board should include information about grounds for appeal.

Appeals to NES A

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NES A. There is no provision for appeal against the marks awarded for individual assessment tasks. NES A will consider only whether:

- (a) the school review process was adequate for determining items.
- (b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, the Board will not itself revise assessment marks or the order of merit.

HSC Certificate Appeals

If the appeal is upheld, NES A will refer the matter back to the school for a further review. The results of that review may affect the assessment of the student making the appeal and/or the assessments of other students. This may then be reflected in the moderated assessment marks for all students so affected.

NES A will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Students' evidence and reasons supporting appeals

Relevant evidence might include information about:

- (a) the school's stated assessment program;
- (b) the assessment program as actually implemented;
- (c) feedback given to the student about his or her performance in assessment tasks;
- (d) the adequacy of the procedures used in the school review;
- (e) the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

Student Appeals against the Withholding of Preliminary Credentials by the Board of Studies

Students who wish to appeal against a decision of the Board to withhold any preliminary credentials should write to NES A. NES A decision in respect of any appeal is final.

In SUMMARY

If a student, without just cause, submits an assessment after the published submission date **a zero mark will be applied.**

If a student is absent from an in-class task or examination due to reasons other than verified illness or misadventure, a zero mark will be applied.

Students must have their Oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

College action to be taken should students fail to meet NESAs course requirements may include:

- Contacting parents
- After school study or detentions
- Advice of unsatisfactory progress will be communicated to parents via:
 1. the 1st official NESAs Warning Letter will be sent.
 - If the requirements of this letter are ignored
 2. the student will receive a 2nd and Final NESAs Warning Letter
 - If this is ignored, students will receive an 'N' determination

Malpractice and Plagiarism

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College and SC accreditation.

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone's work in part or in whole
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone else to write or prepare material
- Breaching school examination rules
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Action

A zero mark will be awarded in the event of proven dishonesty or malpractice including plagiarism.

School Rights and Responsibilities

1. All assessment tasks will be indicated on the assessment schedule (see part B) and provided to all students no later than the 2nd week of term 4 (the first term of their HSC course).
2. A minimum notice of two weeks will be given for the **exact date** of an assessment task.
3. A student will not perform more than two test-type assessment tasks per day [with the exception of the examination period]. However, additional 'hand-in' research tasks can be required.
4. There is an assessment free period of one week prior to formal exam weeks / two weeks' before the HSC trial.
5. The College reserves the right to change the published date of an assessment task at its discretion but will provide a minimum of 2 weeks notification of this change.

Australian Tertiary Admission Rank - ATAR

The requirements for the ATAR are determined by the Universities **NOT** NESA. It is only relevant to those students wishing to gain entry to a course at University.

The ATAR will use 99.95 as its top rank point, rather than 100 in the former UAI system. In other ways, however, the ATAR will be very similar to the UAI.

Parents, students and teachers are reminded that this will have no impact on the Higher School Certificate. HSC marks report on what a student has achieved in each course, and a mark of 100 will still be possible.

The ATAR is based on the scaled marks attained in each course. The mark considered for each course is a combination of the exam and the moderated assessment mark. The aggregate of the best 10 units in recognised Board Developed HSC Courses is then taken provided that:

- **at least 2 units of English must be included.**
- **only 2 units from Category B subjects are included.**
- **Board Endorsed Courses [BEC] and Content Endorsed Courses [CEC] are NOT included.**

(Fundamentals of English (if offered) is a PRELIMINARY 2 unit (CEC) course which is spread across Years 11-12).

The ATAR provides a measure of overall academic achievement in the HSC which assists universities in ranking applications for university selection. Admission to most university courses is based on the performance in the HSC where applicants are ranked on the basis of their ATAR. Other criteria such as portfolio, interview, audition or questionnaire may also be taken into account for certain courses in conjunction with the ATAR.

It is a confidential piece of information sent, on request, to the student's home. It is not received by the school or made available to the media.

Unfortunately, the ATAR is a most misused and misunderstood element in the HSC process despite the fact that not all students need this information.

The ATAR is a ranking not a mark.

To be eligible for an ATAR a student must meet the following rules:

- Rule 1 – a student must satisfactorily complete at least 10 units of Board Developed courses, including at least 2 units of English.
- Rule 2 – the ATAR will be based on the aggregate of scaled marks in 10 units comprising:
 - The best 2 units of English
 - The best 8 units from the remaining units

Note

Only 2 units (i.e. one subject of a Category B course can contribute to the ATAR (e.g. Construction and/or VET courses (Hospitality, Information Technology or Business Services)

Content Endorsed Courses such as Fundamentals of English, and most TAFE courses do not count towards an ATAR.

Useful Links

Advice to Parents:

BOSTERS HOME SITE:

- <http://www.boardofstudies.nsw.edu.au/>

NESA – Useful information for parents

- <http://www.boardofstudies.nsw.edu.au/parents/>

NESA – HSC Assessments and Submitted works

- http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/hsc-assessments-works-advice-parents.html

NESA – Studying for the NSW Higher School Certificate – Rules and Procedures

- https://studentonline.NESA.nsw.edu.au/go/seniorstudy/hsc_rules_and_procedures/

NESA – All My Own Work

- http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/

Advice to Students:

BOSTES/NESA HOME SITE:

- <http://www.boardofstudies.nsw.edu.au/>

NESA – Studying for the NSW Higher School Certificate and Rules and Procedures

- <https://studentonline.NESA.nsw.edu.au/documents/studying-for-the-nsw-hsc.pdf>
- https://studentonline.NESA.nsw.edu.au/go/seniorstudy/hsc_rules_and_procedures/

NESA – Year 10 and 11 grades, HSC Assessment, Honesty in assessment

- https://studentonline.NESA.nsw.edu.au/go/assessment/years_10_and_11_grades/
- https://studentonline.NESA.nsw.edu.au/go/assessment/hsc_assessment/
- https://studentonline.NESA.nsw.edu.au/go/assessment/honesty_in_assessment/

The ATAR:

How is the ATAR calculated. (Professor Jacqui Ramagge, Head of School of Mathematics and Statistics, The University of Sydney)

- <https://www.youtube.com/watch?v=eyVivqAdzcQ>



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

ASSESSMENT SCHEDULES
STAGE 6
(PART B)

YEAR 12
2010 / 2021

Course Assessment Outlines

Category A

Ancient History
Biology
Business Studies
Chemistry
Community and Family Studies
Drama
Earth & Environmental Science
History Extension
English Advanced
English Extension 1
English Extension 2
English Standard
Food Technology
Industrial Technology – Electronics / Multimedia / Timber
Legal Studies
Mathematics 2 unit
Mathematics Extension 1
Mathematics Extension 2
Mathematics Standard
Modern History
Music 1
Music 2
PDHPE
Physics
Studies of Religion 1 unit
Studies of Religion 2 unit
Textiles and Design
Visual Arts

Category B

Construction Pathways
Hospitality
Studies in Catholic Thought 1 unit (NON ATAR)
Studies in Catholic Thought 2 unit (NON ATAR)
English Studies (NON ATAR)

Ancient History

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	<i>A student develops the skills to:</i>
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

COMPONENTS

WEIGHTINGS

A Knowledge and understanding	40
B Historical Skills	20
C Historical inquiry and research	20
D Communication of historical understanding	20

Topics:

Core Study: Cities of Vesuvius – Pompeii and Herculaneum (25% of course time)

Ancient Societies: Spartan Society to the Battle of Leuctra (25% of course time)

Personalities in their Times: Agrippina the Younger (25% of course time)

Historical Period: Rome in the time of the Julio-Claudians (25% of course time)

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4 WK.6 20	AH12-2 AH12-6 AH12-7 AH12-8 AH12-10	12ANH.T1 Source Analysis - Pompeii	5	5	5	5	20
T1 WK.7 21	AH12-1 AH12-4 AH12-5 AH12-6 AH12-7 AH12-9	12ANH.T2 Source Dossier – Sparta	5	5	5	5	20
T2 WK.7 21	AH12-5 AH12-6 AH12-7 AH12-9	12ANH.T3 Historical Analysis – Julio Claudians	15	5	5	5	30
T3 WK.3/ 4 21	AH12-1 AH12-3 AH12-5 AH12-6 AH12-9	12ANH.T4 Trial – All Parts	15	5	5	5	30
		TOTAL	40	20	20	20	100

Biology

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

TOPICS	COMPONENTS	WEIGHTINGS
Module 5: Heredity	Skills in working scientifically	60
Module 6: Genetic Change	Knowledge & Understanding of course content	40
Module 7: Infectious Disease		
Module 8: Non-Infectious Disease & Disorders		

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding	
1/3	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	12 BIO.T1 Depth Study	20	10	30
1/9	BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-6, BIO12-7, BIO12-12	12 BIO.T2 Modelling	10	5	15
2/6	BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-14, BIO12-15	12 BIO.T3 Data Analysis	20	5	25
3/3-4	BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15	12 BIO.T4 Trial Examination	10	20	30
TOTAL			60	40	100

Business Studies

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	40
B	Stimulus-based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues	20

Topics

1. Operations (25% of course time)
2. Marketing (25% of course time)
3. Finance (25% of course time)
4. Human Resources (25% of course time)

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4 Wk. 8 20	H2 H3 H7 H8 H9	12BST.T1 Operations Research / Enquiry Report Task [in class] 25%	10		10	5	25
T1 Wk. 10 21	H1 H2 H6 H8 H9	12BST.T2 Operations and Marketing Case Study	5	10		5	20
T2 Wk. 8 21	H5 H6 H7 H8 H9	12BST.T3 Human Resources Stimulus based inquiry task	10		10	5	25
T3 Wk. 3-4 21	H1 H2 H3 H4 H5 H6 H10	12BST.T4 All Topics Trial Examination	15	10		5	30
		TOTAL	40	20	20	20	100

Chemistry

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

COMPONENTS

WEIGHTINGS

Skills in working scientifically
Knowledge and understanding of course content

60
40

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding of course content	
1/8 (21)	CH12-3, CH12-5, CH12-6, CH12-13	12CHM.T1 Practical Examination	30	5	35
2/6 (21)	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-7, CH12-14	12CHM.T2 Depth Study	30	5	35
3/3-4 (21)	CH12-12, CH12-13, CH12-14, CH12-15	12CHM.T3 Final Examination		30	30
TOTAL			60	40	100

Community and Family Studies

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	<i>A student:</i>
H1.1	analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
H2.1	analyses different approaches to parenting and caring relationships
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
H2.3	critically examines how individual rights and responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups and families within communities
H3.3	critically analyses the role of policy and community structures in supporting diversity
H3.4	critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues and justifies opinions
H5.1	proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women and men influences the way they function within society
H6.2	formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
H7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
H7.2	develops a sense of responsibility for the wellbeing of themselves and others
H7.3	appreciates the value of resource management in response to change
H7.4	values the place of management in coping with a variety of role expectations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	A	B	Weight
1/2	H4.1, H4.2	12CAF.T1 Research Methodology - Independent Research Project	5	15	20
1/10	H2.1, H5.2	12CAF.T2 Parenting & Caring – Case Study (hand-in)	10	15	25
2/7	H3.1, H3.2, H3.3	12CAF.T3 Groups in Context – In class task	10	15	25
3/3-4	H1.1, H2.1, 2.2, 2.3, H3.1, 3.2, 3.3, 3.4, H4.1, 4.2, H5.1, 5.2, H6.1, 6.2, H7.1, 7.2, 7.3, 7.4	12CAF.T4 HSC Trial Examination	15	15	30
		TOTAL	40	60	100

Drama

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group-devised works
H1.4	Collaborates effectively to produce a group- devised performance
H1.5	demonstrates directorial skills
H1.6	Records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H 1.8	Recognizes the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	Demonstrates effective performance skills
H2.2	Uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H 2.5	Appreciates a high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

COMPONENTS

WEIGHTINGS

A	Making	40
B	Performing	30
C	Critically Assessing	30

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			Weight
			A	B	C	
1/3 (20)	H1.1, H1.2, H1.3, H1.5, H1.7 H1.9, H2.1 - H2.5, H3.1 – H3.5	12DRA.T1 Individual Progress Logbook	20			20
1/10 (21)	H1.1, H1.2, H1.3 H1.4, H1.5, H1.6, H1.8, H2.1 – H2.5, H3.1 - H3.5	12DRA.T2 Viva Voce – Australian Drama Verbatim Theatre Verbatim workshops	10		10	20
2/5 (21)	H1.1, H1.2, H1.3, H1.5, H1.6, H1.7, H1.9, H2.1- H2.5	12DRA.T3 Group Performance Progress Logbook	10	10		20
3/3-4 (21)	H1.1 - H1.9 H2.1 - H2.5 H3.2, H3.3, H3.5	12DRA.T4 Trial Group Performance Trial Individual Project Trial Written Examination		20	20	40
		TOTAL	40	30	30	100

Earth and Environmental Science

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

TOPICS	COMPONENTS	WEIGHTINGS
A Earth's processes		
B Hazards	Skills in working scientifically	60
C Climate Science	Knowledge and understanding of course content	40
D Resource management		

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Skills in working scientifically	Knowledge and understanding	
4/7 (20)	EES12-4, EES12-5, EES12-7, EES12-13	12EES.T1 Research Task	5	5	10
1/7 (21)	EES12-1, EES12-2, EES12-3, EES12-4, EES12-6, EES12-7, EES12-12	12EES.T2 Depth Study	20	15	35
2/6 (21)	EES12-2, EES12-4, EES12-5, EES12-6, EES12-7, EES12-14	12EES.T3 Data Analysis	20	5	25
3/3-4 (21)	EES12-2, EES12-4, EES12-6, EES12-7, EES12-12, EES12-13, EES12-14, EES12-15	12EES.T4 Trial Examination	15	15	30
TOTAL			60	40	100

HSC English Advanced

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

EA12-1	Independently responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes audience and context and evaluates their effects on meaning
EA12-4	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	investigates and evaluates the relationships between texts
EA12-7	evaluates the diverse ways texts can represent personal and public worlds and recognise how they are valued
EA12-8	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
4/9 (20)	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	12ENA.T1 Common Module Essay with Related text	10	15	25
1/10 (21)	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8	12ENA.T2 Module A: Textual Conversations Comparative Essay	10	10	20
2/9 (21)	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-9	12ENA.T3 Module C: Craft of Writing Multimodal Presentation	15	10	25
3/3-4 (21)	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	12ENA.T4 HSC Trial Examination Common Module (10%) Module A (7.5%), Module B (7.5%) Module C (5%)	15	15	30
		TOTAL	50	50	100

English Extension 1

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and how and why they are valued	25
B	Skills in complex analysis, sustained composition and independent investigation	25

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
1/10 (20)	EE12-2, EE12-4, EE12-5	12EN1.T1 Imaginative Response with Reflection	15	15	30
2/10 (21)	EE12-1, EE12-2, EE12-3, EE12-4	12EN1.T2 Critical Response with Related Texts	20	20	40
3/3 & 4 (21)	EE12-2, EE12-3, EE12-4 EE12-5	12EN1.T3 Trial HSC Examination	15	15	30
		TOTAL	50	50	100

English Extension 2

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student:
EEX12-1	demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-2	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-3	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-4	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea
EEX12-5	reflects on and evaluates the composition process and the effectiveness of their own published composition

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and how and why they are valued	25
B	Skills in complex analysis, sustained composition and independent investigation	25

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
4/9 (20)	EEX12-1, EEX12-4, EEX12-5	12EN2.T1 Viva Voce (including written proposal)	15	15	30
1/4 (21)	EEX12-1, EEX12-2, EEX12-3, EEX12-4	12EN2.T2 Literature Review	20	20	40
3/1 (21)	EEX12-1, EEX12-3, EEX12-5	12EN2.T3 Critique of the Creative Process	15	15	30
		TOTAL	50	50	100

HSC English Standard

Course: HSC

Category: A

Assessment Period: 2019-20

OUTCOMES

EN12-1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-2	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-3	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-4	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-5	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-6	investigates and explains the relationships between texts
EN12-7	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-8	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-9	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding	50
B	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50

ASSESSMENT TASKS

Term/ Week	Outcomes	Task	A	B	Weight
Term 4/ 8 (20)	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	12ENS.T1 Common Module Analytical Essay with related text	15	10	25
1/8 (21)	EN12-2, EN12-3, EN12-5, EN12-7, EN12-8	12ENS.T2 Module A: Language, Identity and Culture Multimodal Presentation	10	10	20
2/10 (21)	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	12ENS.T3 Module C: Craft of Writing Imaginative Text and Reflection	10	15	25
3/3-4 (21)	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	12ENS.T4 HSC Trial Examination Common Module (10%) Module A (7.5%), Module B (7.5%) Module C (5%)	15	15	30
		TOTAL	50	50	100

Food Technology

Course: HSC

Category: A

Assessment Period: 2020- 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	knowledge and understanding of food technology	20
B	skills in researching, analysing and communicating food issues	30
C	skills in experimenting with and preparing food by applying theoretical concepts	30
D	skills in designing, implementing and evaluating solutions to food situations	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
4/6 (20)	H1.2, H3.1, H1.4	12FTE.T1 Australian Food Industry		10	5		15
1/10 (21)	H1.1, H1.3, H4.2	12FTE.T2 Food Manufacturing		10	15	5	25
3/3 (21)	H2.1, H3.2, H5.1, H4.1	12FTE.T3 Food Product Development / Nutrition current issues	5	10	10	15	40
3/5-6 (21)	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H4.2	Trial HSC	15			5	20
		TOTAL	20	30	30	20	100

History Extension

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	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 a historical position about an area of historical inquiry, and discusses and challenges other positions

COMPONENTS

WEIGHTINGS

Knowledge and understanding of historiographical ideas and processes	40
Skills in designing, undertaking and communicating historical inquiry and analysis	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			Part 1	Part 2	
4/8 20	HE12-1, HE12-2, HE12-4	12HIS.T1 Process	15	15	30
3/5-6 21	HE12-1, HE12-3, HE12-4	12HIS.T2 Trial	15	15	30
3/7 21	HE12-1, HE12-2, HE12-3, HE12-4	12HIS.T3 Essay	10	30	40
		TOTAL	40	60	100

Industrial Technology: Timber / Electronics / Multimedia

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

COMPONENT

WEIGHTINGS

A	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40
B	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weighting
			A	B	
4/5 (20)	H3.1, H3.2, H 4.3 H5.1	12IND.T1 Design and Planning Oral presentation	5	20	25
1/5 (21)	H1.2, H1.1, H2.1., H3.2, H6.1, H7.1	12IND.T2 Industry Study research task	20		20
'2/8 (21)	H2.1, H4.1, H4.2, H5.1, H5.2, H6.2	12IND.T3 Major Project Development and Management report	5	20	25
3/3-4 (21)	H1.2, H2.1H3.1, H6.1, H6.2, H7.1	12IND.T4 Trial Examination	10	5	30
		TOTAL	40	60	100

Legal Studies

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A Knowledge and understanding of course content	40
B Analysis and evaluation	20
C Inquiry and research	20
D Communication of Legal Studies information, issues and ideas in appropriate forms	20

Topics:

Core Part I- Crime (30% of course time)

Core Part II – Human Rights (20% of course time)

Part III – Option I: Consumers (25% of course time)

Part III – Option II: Family (25% of course time)

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component			D	Weight
			A	B	C		
4/9 (20)	H1, H3, H4, H6	12LEG.T1 Core Part I: Crime ICT	10	10			20
1/8 (21)	H2, H5, H6, H7, H8,	12LEG.T2 Essay: Human Rights	10		10	10	30
2/8 (21)	H6, H8, H9, H10	12LEG.T3 Part III: Option II Family Research Task	10		10		20
3/3-4 (21)	H2, H3, H6, H9, H10	12LEG.T4 Trial Examination Parts I, II and Part III	10	10		10	30
		TOTAL	60	20	20		100

Mathematics (2 Unit)

(Extension 1 students also complete this work)

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

<i>A student:</i>	
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context
MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

COMPONENTS

WEIGHTINGS

A	Understanding fluency and communication	50
B	Problem solving reasoning and justification	50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly
- Each task may contain one or more of the components
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- Outcomes covered may vary depending on topics covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
4/8 (20)	MA12-1 3, 5 8, 9, 10	12MAA.T1 Assignment/Research	8	7	15
1/10 (21)	TBD	12MAA.T2 Informal assessment	12	13	25
2/9 (21)	TBD	12MAA.T3 Task	15	15	30
3/3-4 (21)	all	12MAA.T4 Trial Examination	15	15	30
		TOTAL	50	50	100

Mathematics [Extension1]

(Extension 2 students also complete this work)

Course: H.S.C.

Category: A

Assessment Period: 2020-2021

The preliminary and HSC extension 1 course is taught end to end after the Advanced preliminary and HSC course has all been completed. As a result, the outcomes assessed for Extension 1 in year 12 may be from the Advanced HSC course as listed on the Mathematics Advanced page of the assessment manual

OUTCOMES

Preliminary Ext 1 outcomes

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

HSC Ext 1 outcomes

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

COMPONENTS

WEIGHTINGS

A	Understanding fluency and communication	50
B	Problem solving reasoning and justification	50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly
- Each task may contain one or more of the components
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- Outcomes covered may vary depending on topics covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
4/7 (20)	MA12-1, 2, 3, 6,10	12MA1.T1 Assignment/Research	8	7	15
1/10 (21)	ME11-1, 2, 3, 7	12MA1.T2 Informal assessment	12	13	25
2/9 (21)	TBD	12MA1.T3 Task	15	15	30
3/3-4 (21)	All ME except 11-6, 12-5, 6	12MA1.T4 Trial Examination	15	15	30
		TOTAL	50	50	100

Mathematics [Extension2]

Course: H.S.C.

Category: A

Assessment Period: 2020-2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

Understanding, fluency and communication
Problem Solving, reasoning and justification

50
50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
1/2' (21)	MEX12-1, 4, 7, 8	12MA2.T1 Assignment/research	8	7	15
1/10 (21)	MEX12-1, 2, 3, 7, 8	12MA2.T2 Informal assessment	12	13	25
2/9 (21)	TBD	12MA2.T3 Task	15	15	30
3/3-4 (21)	all	12MA2.T4 Trial Exam	15	15	30
		TOTAL	50	50	100

Standard Mathematics

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor: A student
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Code	Descriptor: 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

COMPONENTS

WEIGHTINGS

A	Understanding fluency and communication	50
B	Problem solving reasoning and justification	50

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly
- Each task may contain one or more of the components
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- Outcomes may vary depending on topics covered

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
4/8 (20)	MS11-5, 6 MS2-12-3, 4, 9	12MAS.T1 task	7	8	15
1/10 (21)	MS2-12-3, 4, 5, 6, 8	12MAS.T2 task	12	13	25
2/9 (21)	To be Determined	12MAS.T3 task	15	15	30
3/3-4 (21)	All prelim and HSC	12MAS.T4 Trial Examination	15	15	30
		TOTAL	50	50	100

Modern History

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

Topics:

Part I Core Study: Power and Authority in the Modern World 1919-1946 (25% of course time)

Part II National Study (25% of course time)

Part III Peace and Conflict (25% of course time)

Part IV Change in the Modern World (25% of course time)

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
T4 WK.7 20	MH12-2, MH12-5, MH12-6	12MOD.T1 Source Analysis	5	10		5	20
T1 WK.7 21	MH12-2, MH12-4, MH12-6, MH12-8, MH12-9	12MOD.T2 Research/Essay	10	5	15		30
T2. WK.5 21	MH12-3, MH12-5, MH12-6	12MOD.T3 Oral Presentation	5		5	10	20
T3. WK.3/4 21	MH12-1, MH12-3, MH12-4, MH12-8, MH12-9	12MOD.T4 Trial Examination	20	5		5	30
		TOTAL	40	20	20	20	100

Music 1

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	Through activities in performance, composition, musicology and aural, 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

COMPONENTS

WEIGHTINGS

A	Core Performance	10
B	Core Musicology	10
C	Core Composition	10
D	Core Aural	25
E	Electives (Performance, Composition or Musicology)	45

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component					Weight	Mark	Rank
			A	B	C	D	E			
4/8 (20)	Perf – H1, H5, H9 Comp – H2, H3, H5, H7, H8	12MUS.T1 Core Composition Core Practical	10		10			20		
1/9 (21)	Aural – H4, H6 Musicology – H2, H4, H6	12MUS.T2 Core Aural Class Test Core Musicology Research		10		10		20		
2/8 (21)	Perf – H1, H5, H9 Comp – H2, H3, H5, H7, H8 Musicology – H2, H4, H6	12MUS.T3 Elective 1 (Performance or Composition or Musicology) Elective 2 (Performance or Composition or Musicology)					15 15	30		
3/3_4 (21)	Aural – H4, H6 Perf – H1, H5, H9 Comp – H2, H3, H5, H7, H8 Musicology – H2, H4, H6	12MUS.T4 Trial Aural Exam Elective 3 (Performance or Composition or Musicology)				15	15	30		
		TOTAL	10	10	10	25	45	100		

Music 2

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	<i>Through activities in performance, composition, musicology and aural, a student:</i>
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 relationship 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 and musical considerations
H6	discusses, constructively criticizes and evaluates performances and compositions of others and self with particular reference to stylistic features of the context.
H7	Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
H8	understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
H9	identifies, recognizes, experiments with and discusses the use 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

COMPONENTS

WEIGHTINGS

A	Core Performance	20	
B	Core Composition	20	
C	Core Musicology		20
D	Core Aural		20
E	Elective: Performance, Composition or Musicology		20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Component					Weight
			A	B	C	D	E	
4/8 (20)	H3, H4, H5, H8 H1-H10	12MU2.T1 Core Composition Portfolio Elective Performance, Musicology or Composition		10			10	20
1/9 (21)	H2, H5, H7 H3, H4, H5, H6, H8, H9	12MU2.T2 Mid Year Aural Exam Core Composition portfolio		10		10		20
2/8 (21)	H2, H5, H6, H7 H1-H10	12MU2.T3 Individual Project - Additional Topic Elective Performance, Musicology or Composition			10		10	20
3/3_4 (21)	H2, H5, H7 H1, H6, H8, H9, H10	12MU2.T4 Yearly Aural & Musicology Exam Yearly Core Performance Exam	20		10	10		40
		TOTAL	20	20	20	20	20	100

Personal Development, Health and Physical Education

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student:
H1	describes the nature, and justifies the choice, of Australia's health priorities
H2	analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	analyses the determinants of health and health inequities
H4	argues the case for the new public health approach to health promotion
H5	explains the different roles and responsibilities of individuals communities and governments in addressing Australia's health priorities
H6 (n/a)	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 (n/a)	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of	40
	<ul style="list-style-type: none"> factors that affect health the way the body moves 	
B	Skills in:	30
	<ul style="list-style-type: none"> influencing personal and community health taking action to improve participation and performance in physical activity. 	
C	Skills in critical thinking, research and analysis	30

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	A	B	C	Weight
4/5 (20)	H13, H17	12PDH.T1 Sports Medicine – Oral/ Practical Scenario Response (in-class)	10	5	5	20
1/8 (21)	H4, H5, H15	12PDH.T2 Research Task (hand-in)	10	5	10	25
2/6 (21)	H7, H8, H10, H11, H16, H17	12PDH.T3 Research / Analysis Task (hand-in)	5	10	10	25
3/3-4 (21)	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	12PDH.T4 HSC Trial Examination	15	10	5	30
		TOTAL	40	30	30	100

Physics

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
PH12-1	Questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation
PH12-2	Planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	Conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	Processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	Analysing data and information: analyses and evaluates primary and secondary data and information
PH12-6	Problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	Communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	Advanced Mechanics: describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	Electromagnetism: explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	The Nature of Light: 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	From the Universe to the Atom: 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

TOPICS

COMPONENTS

WEIGHTINGS

Module 5	Advanced Mechanic
Module 6	Electromagnetism
Module 7	The Nature of Light
Module 8	From the Universe to the Atom

Skills	60
Knowledge & Understanding	40

ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus Outcomes	Task	Component		Weight
			Knowledge & Understanding	Skills in working scientifically	
1/3	PH12-6, PH12-7, PH12-12	12PHY.T1 Test – Advanced Mechanics	10	5	15
1/9	PH12-2 to PH12-6	12PHY.T2 Practical Examination		25	25
2/9	PH12-1 and PH12-7 and at least two outcomes from PH12-2 to PH12-6 and at least one outcome from PH12-12 to PH12-15	12PHY.T3 Depth Study	15	15	30
3/3-4	PH12-4, PH12-5 and PH12-12 to PH12-15	12PHY.T4 Trial (written) Examination	15	15	30
TOTAL			40	60	100

Studies of Religion 1

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student:
H 1	Explains aspects of religion and belief systems
H 2	Describes and analyses the influence of religion and belief systems on individuals and society
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents
H5	Evaluates the influence of religious traditions in the life of adherents
H6	Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate form	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
4/7 (20)	H1, H2, H3, H5, H6, H8	12SR1.T1 Religion and Belief Systems in Australia post 1945 Source based written response	5			5	10
2/8 (20)	H1, H2, H4, H5, H6, H7, H8, H9	12SR1.T2 Religious Tradition-Judaism Research Essay Hand In	5	5	5	5	20
3/3-4 (21)	H1, H2, H3, H4, H5, H6, H8, H9	12SR1.T4 Trial Examination	10	5		5	20
		TOTAL	20	10	10	10	50

Studies of Religion 2 Unit

Course: HSC

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student:
H 1	Explains aspects of religion and belief systems
H 2	Describes and analyses the influence of religion and belief systems on individuals and society.
H3	Examines the influence and expression of religion and belief systems in Australia
H4	Describes and analyses how aspects of religious traditions are expressed by their adherents.
H5	Evaluates the influence of religious traditions in the life of adherents.
H6	Organises, analyses and synthesizes relevant information about religion from a variety of sources, considering usefulness, validity and bias.
H7	Conducts effective research about religion and evaluates the findings from the research
H8	Applies appropriate terminology and concepts related to religion and belief systems
H9	Coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate form	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
4/7 (20)	H1, H3, H8, H9	12SR2.T1 Religion and Belief Systems in Australia post 1945 Source based written response	10		5	10	25
1/9 (21)	H3 H4 H5, H6, H8	12SR2.T2 Religious Tradition-Judaism Research Essay Hand In	10	5		5	20
2/8 (21)	H2, H4, H6, H7, H8	12SR2.T3 Religious Traditions 2+3 Research: Hand in	10	5	10		25
3/3-4 (21)	H1, H2, H3, H4, H5, H6, H8, H9	12SR2.T4 Trial Examination	10	10	5	5	30
		TOTAL	40	20	20	20	100

Textiles and Design

Course: H.S.C.

Category: A

Assessment Period: 2021

OUTCOMES

Code	Descriptor
	A student:
H1.1	critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project
H1.2	designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements
H1.3	identifies the principles of colouration for specific end-users
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-users
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 of textiles

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of textiles and the textiles industry	40
B	Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technology	60

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Outcomes	Task	Weight		
			A	B	
4/7 (20)	H2.3, H6.1	12TEX.T1 Oral Presentation MTP Inspirations Cultural / historical influences	10	10 5	25
1/10 (21)	H1.1, H1.2, H1.3, H2.1, H6.1	12TEX.T2 Contemporary Designers/Culture	10	15	25
2/6 (21)	H1.1, H1.2, H2.1, H2.2, H2.3, H3.1, H3.2, H4.1, H4.2	12TEX.T3 Experimentation	10	20	30
3/3-4 (21)	H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	12TEX.T4 Trial Examination	10	10	20
		TOTAL	40	60	100

Visual Arts

Course: H.S.C

Category: A

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student:
H1	initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationship among the artist, artwork, world and audience through the artmaking 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 a particular way as representation in artmaking
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	applies their understanding of practice in art criticism and art history
H8	applies their understanding of the relationship 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

COMPONENTS

WEIGHTINGS

A	Art Making	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight
			A	B	
T4/Wk8 PART 1 2020	H1 –4 H7-8	12ART.T1(PART 1) Case Study 1: Being an Informed Artist Historical Study: Tracing the Figure through Art History. Understanding, researching, tracing and presenting a relevant genre in relation to chosen form Critical Study: Art Express Research.		10	10
T2/Wk1 2021 PART 2	H1 –4 H7-8	12ART.T1(PART 2) Development of Body of Work. Demonstration of Development of Practice (post compliance check in Term 4).	25		25
T1/Wk 10 2021	H7- 10	12ART.T2 Case Study 2 (Viva Voce Essay and presentation)		15	15
T3/Wk1 2021	H1 - 10	12ART.T3 Resolution Body of Work	25	5	30
T3/Wk3 2021	H7– 10	12ART.T4 Trial Examination and Case Study 3		20	20
		TOTAL	50	50	100

Construction

Course: H.S.C

Category: B

Assessment Period: 2019-20

NB/ This course is studied over a two year period with all competencies to be assessed in order to achieve a **AQF Statement Certificate II in Construction Pathways** and contribute to the requirements of the NESA.

These competencies are ongoing over the duration of the course and appear only as a record of your achievements of course competencies. Marks are only allocated for examinations.

Unit Code	Unit of Competency	Hours
1 CPCCCM1012A	Work effectively and sustainably in the construction industry	25
2 CPCCCM1013A	Plan and organise work	10
3 CPCCCM1014A	Conduct workplace communication	10
4 CPCCCM1015A	Carry out measurements and calculations	20
5 CPCCCM2001A	Read and interpret plans and specifications	20
6 CPCCCA 2011A	Handle carpentry materials	20
7 CPCCCA 2002A	Use carpentry tools and equipment	10
8 CPCCWF2001A	Handle floor and wall tiling materials	25
9 CPCCCM 2004A	Handle construction materials	20
10 CPCCCM 2005B	Use construction tools and equipment	20
11 CPCCWF2002A	Use wall and floor tiling equipment	10
13 CPCCOHS2001A	Apply WH&S requirements, policies and procedures in the construction industry	15

Compulsory 35 hours work placement

TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term / Week	Competencies	Task	Satisfactory	Unsatisfactory
T4 W8 20 (13)	1, 2, 3,4	12CON 1.19 Practical – Saw Horse Research task / booklet		
T2 WTBA	1,2 3 13, 2, 4, 5, 11, 12.13	12CON2.20Work placement/diary		
T1 W10 21 (14)	2,3 4, 5, 8, 9, 10,13	12CON 3.20 Practical and planning–School based projects procedures, preparing 12CON4.19 Mid- year examination – Theory In scheduled class time	Weighting 50	
T2 W8 21 (14)	2, 4, 5, 11, 12.13	12CON5.20 Practical Documentation– Wall and floor tiling		
T3 W3/4 21 (14)	1, 2, 3, 4, 5, 6,7	12CON 6.20 Trial Examination	Weighting 50	
T3 W9	1, 2,4,13	12CON 7.20 Practical – Benches		
T3 W8 21	All competencies	12CON.8.20 Worksheet application/ chapters 1-8		
		TOTAL	100	

Hospitality

Course: H.S.C

Category: B

Assessment Period: 2020-21

NB/ This course is studied over a two year period with all competencies to be assessed to achieve a Certificate II in Kitchen Operations and contribute to the requirements of the Board of Studies.

COMPETENCIES

	UNIT CODE	UNIT NAME	HSC HOURS	CERT II qualification
1	SITXFSA101	Use hygienic practices for food safety	10	AQF Core 1
2	SITXWHS101	Participate in safe work practices	15	AQF Core 2
3	BSBWOR203B*	Work effectively with others	15	AQF Core 3
4	SITHIND201	Source and use information on the hospitality industry	20	Elective 1
5	SITHCCC101	Use food preparation equipment	20	AQF Core 4
6	SITHCCC201	Produce dishes using basic methods of cookery	40	AQF Core 5
7	SITHKOP101	Clean kitchen premises and equipment	10	AQF Core 6 Holistic
8	SITXFSA201	Participate in safe food handling practices	15	Elective 2
9	SITXINV202*	Maintain the quality of perishable supplies	5	AQF Core 7
10	SITHIND202	Use cookery skills effectively	20	AQF Core 8 Holistic
11	SITHFAB005*	Prepare and Serve expresso coffee	25	Elective
12	SITHCCC103	Prepare sandwiches	10	Elective
13	SITHCCC202	Produce appetisers and salads	25	Elective
14	SITHCCC102	Prepare Simple Dishes	20	Elective
15	HLTAID003	First Aid - College prerequisite	20	Elective
		TOTAL HOURS	260	
		Compulsory Work placement 35 hours each calendar year		
		Compulsory service periods – 12		

Refer to competency tasks on the following page.

ASSESSMENT TASKS

- Times are approximate
- Exact dates will be confirmed with a minimum of two weeks' notice
- All tasks MUST be submitted electronically as well as in hard copy to maintain accurate student competency records

Term / Week	Unit of Competency	Task	
1/8	1, 2, 7, 8 & 15 (CSO) 1 Participate in safe work practices Use preparation equipment Use hygienic practices for food safety	11 HOS1: 2020 - Onguard safety testing - First aid Certificate - Hygiene Booklet - Research tasks	C/ NYC NYA
1/10	1-15 Work placement	11 HOS2: 2020 - Diary and - workplace assignment	C NYC NYA
2/4 3/6	1 – 15 Practical / written Examinations	11 HOS3: 2020 - Practical Skills development - Half yearly/Yearly Examination -	Weight 100%
2/7	5,14 Prepare simple dishes (CSO) 2 Clean premises and equipment	11. HOS4.2020	C NYC NYA
3/5	5,10,12,13 Produce Appetisers and salads (CSO) 3 Work effectively with others Prepare sandwiches	11 HOS5:2020 - Case study/ report - Booklet - High tea	C NYC NYA
4/8	6,9,10 Sourcing & using Hospitality information (CSO) 4 Maintain perishables Produce basic methods	12 HOS1: 2020 - current issues - research - essay - Practical application	C NYC NYA
Ongoing	5, 6, 7, 8, 9, 10, 12, 13,14 Use cookery skills effectively (CSO) 5 Industry evidence portfolio	12 HOS2: 2020 / 2021 Practical Portfolio incorporating: - practical competency record - sandwiches appetisers and salads - prac exam - booklets	C NYC NYA
1/5	1-15 Work placement	12 HOS3: 2021 - Diary and - workplace assignment	C NYC NYA
TBC	11 Coffee school Prepare and serve espresso coffee (CSO) 6	12 HOS4.2021 Online modules and Practical application	C NYC NYA
T2/W9/10 T3 W6	1 – 15 Examinations	12 HOS5: 2021 - Half Yearly examination 50 - Trial Examination 50	Weight 100%
T1-T3	1 -15 Event and service periods	12 HOS6: 2021 Event Service period x 12	C NYC NYA
TOTAL			100

Note:: All assessments are competency marked and marks will only appear for examinations. Dates are only a guide and may be ongoing throughout the duration of the course.

Studies in Catholic Thought 1 Unit – Non ATAR

Course: HSC

Category: B

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student :
SCT12-1	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church
SCT12-2	Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues
SCT12-3	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues
SCT12-4	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
SCT12-5	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society
SCT12-6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT12-7	Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT12-8	Explains and evaluates the human expression of Catholic faith in culture
SCT12-9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT12-10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate form	10

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
4/7 (20)	12.1, 12.2, 12.4, 12.5, 12.7, 12.10	12SCT.T1 Multi-modal Presentation <i>Virtue, Vice and Salvation</i>	5		5	5	15%
1/9 (21)	12.1, 12.2, 12.4, 12.5, 12.6, 12.9, 12.10	12SCT.T2 Research Task <i>The Good Works/ The Common Good</i>	5	5	5	5	20%
3/3-4 (21)	12.1, 12.5, 12.6, 12.8, 12.10	12SCT.T3 Examination <i>All Units</i>	5		5	5	15%
		TOTAL	15	5	10	10	50

Studies in Catholic Thought 2 Unit – Non ATAR

Course: HSC

Category: B

Assessment Period: 2020-21

OUTCOMES

Code	Descriptor
	A student :
SCT12-1	Analyses how Scripture and other relevant Church documents, with the integration of faith and reason, continues to guide the Church
SCT12-2	Describes the theology of the principle teachings and philosophy of the Catholic Church and key developments over time, which have shaped the Church's response to a range of issues
SCT12-3	Describes the significance of historical features and developments of the Catholic Church with reference to key people and issues
SCT12-4	Explains the contributions of the Catholic tradition to the understanding of what is good, true and beautiful in society, using a range of examples
SCT12-5	Analyses the role of the Catholic Church in guiding believers in facing the challenges of society
SCT12-6	Synthesises and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT12-7	Explains and evaluates developments in theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT12-8	Explains and evaluates the human expression of Catholic faith in culture
SCT12-9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT12-10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate form	20

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.

Term/ Week	Outcomes	Task	Component				Weight
			A	B	C	D	
4/7 (20)	12.1, 12.2, 12.4, 12.5, 12.7, 12.10	12SC2.T1 Multi-modal Presentation <i>Virtue, Vice and Salvation</i>	5		5	5	15
1/9 (21)	12.1, 12.2, 12.4, 12.5, 12.6, 12.9, 12.10	12SC2.T2 Research Task <i>The Good Works/The Common Good</i>	10		5	5	20
2/8 (21)	12.4, 12.8, 12.10	12SC2.T3 Source Based Analytical Response <i>The Church & the Arts</i>	10	15	10		35
3/3-4 (21)	12.1, 12.5, 12.6, 12.8, 12.10	12SC2.T4 Examination <i>All Units.</i>	15	5		10	30
		TOTAL	40	20	20	20	100

English Studies – Non ATAR

Course: Year 12

Category: B

Assessment Period: 2021

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and Understanding of Course content	50
B	Skills in comprehending texts, communicating ideas and using language accurately, appropriately and effectively	50

ASSESSMENT TASKS

Term/ Week	Outcome	Task	A	B	Weight
4/9 (20)	ES12-1, ES12-4, ES12-7, ES12-8, ES12-9	12ENG.T1 Opinion Piece with related material	15	10	25
1/8 (21)	ES12-4, ES12-6, ES12-7	12ENG.T2 Narrative	10	10	20
2/7 (21)	ES12-2, ES12-3, ES12-6, ES12-7	12ENG.T3 Multimodal	10	15	25
3/3_4 (21)	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7	12ENG.T4 Collection of Classwork All Modules	15	15	30
		TOTAL	50	50	100