



CARLINGFORD HIGH SCHOOL HSC ASSESSMENT BOOK

2019-2020



CARLINGFORD HIGH SCHOOL

HSC ASSESSMENT BOOK 2019-2020

CONTENTS

Assessment Overview	4
Assessment Procedures	5
Vocational Education and Training (VET) Assessment Policy	8
Ancient History	10
Biology	11
Business Studies	12
Chemistry	13
Community and Family Studies	14
Dance	15
Drama	16
Earth and Environmental Science	17
Economics	18
English Advanced	19
English EALD	20
English Extension 1	21
English Extension 2	22
English Standard	23
English Studies	24
Geography	25
History Extension	26
Hospitality	27
Industrial Technology	28
Information Processes & Technology	29
Investigating Science	30
Japanese Beginners	31
Japanese Continuers	32
Japanese Extension	33
Legal Studies	34
Mathematics Advanced	35
Mathematics Extension 1	36
Mathematics Extension 2	37
Mathematics Standard 1	38
Mathematics Standard 2	39
Modern History	40
Music 1	41
Music 2	42
Music Extension	43
Personal Development, Health and Physical Education	44
Physics	45
Science Extension	46
Society and Culture	47
Software Design and Development	48
Sport Lifestyle & Recreation	49
Visual Arts	50
Sample Assessment Variation Forms	51

HIGHER SCHOOL CERTIFICATE

ASSESSMENT OVERVIEW

THE HIGHER SCHOOL CERTIFICATE (HSC)

In the HSC, student performance is assessed and reported against standards of achievement for each course. At the conclusion of the HSC, each student will receive a portfolio containing the HSC testamur, the record of achievement and individual course reports detailing examination and assessment performance.

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. Assessment is intended to measure the student's total achievement in a course. For the HSC, student achievement in the internal school assessments and the external HSC exam (and in some cases projects or major works) carry equal weighting in the final HSC result. In other words, student's final HSC results are 50% internal assessment and 50% HSC exams (and major works), marked externally.

This booklet focuses on **internal assessment** details for each course offered at CHS and the school policies and procedures for internal assessment generally.

INTERNAL ASSESSMENT TASKS

Internal assessment refers to tasks and exams set and marked at the school over the HSC year by course teachers, generally starting in term 4 of year 11. Teachers determine the assessment tasks according to the NSW Education Standards Authority (NESA) requirements, outlined in syllabus documents, that prescribe:

- (a) The parts of courses or major areas to be assessed (called components)
- (b) The percentage of marks to be allocated (called weightings)

Assessment of a student's achievement within a component will be measured by his/her performance in specific tasks (e.g. assignments, examinations, research, laboratory work, field work etc). The nature of the tasks will vary from subject to subject. Details for each course can be found in the individual course assessment sheets in this booklet.

At the end of the HSC program, schools provide NESA with a mark for each of the courses studied by each student based on their performance in the internal assessment tasks. The marks will reflect the rank order of each student in each course at the school.

UNSATISFACTORY PROGRESS AND ATTENDANCE

Satisfactory completion of HSC courses requires students to:

- follow the course developed or endorsed by the NSW Education Standards Authority
- apply themselves with diligence and sustained effort to the set tasks provided, and
- achieve some or all of the course outcomes.

Failure to complete all the set experiences, homework and classwork in a course, or failure to complete/submit assessment tasks, may result in non-satisfactory completion of course outcomes (called "N Award"). Prior to this occurring the parent/guardian of the student will be sent a "N Award" warning letter. This will be the first official warning that a student may be withdrawn from that course and will detail the course requirements that are not being met and what the student needs to do to improve, and by when.

If a second (final) warning letter is sent and the student does not fulfil the requirements outlined in the second warning, the principal may determine that the student is to be withdrawn from the course. This may result in failure to complete the required number of units for the award of the Higher School Certificate.

Poor attendance and unsatisfactory performance are closely linked. Attendance in each course needs to meet satisfactory levels (at least 85%) in order to complete sufficient course outcomes. Further information on HSC assessment can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

ASSESSMENT TASK PROCEDURES

1. COMPLETION AND SUBMISSION OF ASSESSMENT TASKS

Students are notified of an assessment task at least two weeks prior to the date. Some assessment tasks are completed 'at home' over time and then submitted on a due date and other tasks are done in class on a set date.

Tasks not submitted on the DUE date are given a mark of ZERO. Tasks not done in class on the SET date are given a zero. The only variation to this rule is where illness, misadventure or special circumstances have occurred, proper documentation has been submitted, and an appeal has been upheld.

All tasks must be submitted or completed **even if late**. If a student does not submit or complete a task, then the student risks not 'completing the course satisfactorily' and receiving an N Award. In the case of illness or misadventure being granted, a student may be given an estimated mark or an alternative task at the discretion of the Deputy Principal.

2. ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of an assessment task, the onus is on the student to collect the relevant information regarding the task. Generally, task notification is also made by Google classroom, email or the like, which is sufficient notification for a student who is absent from school. If the delay in being notified of the task is significant due to serious illness or other misadventure, impacting the quality of the work product, the student may complete the "Illness, Accident or Misadventure" form and make an appeal.

3. LATE ARRIVAL ON THE DAY OF AN ASSESSMENT TASK OR THE DAY BEFORE

School records must show that a student attended all timetabled classes on the day of an assessment task (in class or hand-in) and the school day prior (including Friday). This is to ensure that no student is advantaged by using school time to work on an assessment task. If the absence is due to illness, accident or misadventure, the student should see the Deputy Principal concerned and complete an "Illness, Accident or Misadventure Prior to Due Date" form and provide a medical certificate. **Failure to provide appropriate documentation will result in a penalty of up to 25% of the task value.**

4. LATE ARRIVAL TO A TASK

If a student arrives late to a task, he/she is given **no additional time** to complete an in-class task or examination. If the late arrival is due to illness, accident or misadventure, the student should complete an "Illness, Accident or Misadventure" form and submit it with documentation to the Deputy Principal.

5. ABSENCE ON THE DAY OF A HAND-IN TASK

Hand in tasks are given to students a number of weeks before the due date, giving them extended time to prepare for submission. Therefore, **illness on the due date or before is not an acceptable excuse for the task not to be submitted.** It is the responsibility of the student to arrange for the task to be **submitted electronically by 8.45am on the due date**, where a student is unable to attend school. If the student does not have the teacher's email address or other platform for electronic submission (such as google classroom or moodle), the task should be emailed to the CHS general account carlingforh.school@det.nsw.edu.au and marked attention to the particular teacher. Dropping off a hard copy of the task to the front office by 8.45am, marked attention to the teacher, is also acceptable.

Students who have experienced illness or misadventure over an **extended** period of time before a hand-in task is due and feel their performance has been affected should submit the work done to date (as per above) on the due date, and appeal for mark consideration by completing an "Illness, Accident or Misadventure" form with medical documentation, submitted to the Deputy on return to school.

6. ABSENCE ON THE DAY OF AN IN-CLASS ASSESSMENT TASK

Students absent on the day of an in-class assessment task should see the Deputy Principal before their first class on the **first day** they return to school. They must have a medical certificate covering the **whole period** of their absence or other relevant documentation, and complete an "Illness, Accident or Misadventure" form.

7. ABSENCE ON THE DAY OF A FORMAL EXAMINATION (TRIAL HSC)

Students who cannot attend an exam due to illness or misadventure must obtain documentation **on the day(s)** of the illness (usually a medical certificate). The examination will be rescheduled in the first possible time slot following the period covered by the medical certificate (this may be the following day). The student must collect and complete an “Illness, Accident or Misadventure” form and consult the Deputy Principal (or, if not available, the Head Teacher Administration in A block or the Head Teacher of the Faculty) in person or by phone on the day of the illness or immediately after the period covered by the medical certificate expires.

8. PLANNED (KNOWN) ABSENCE ON THE DAY OF AN ASSESSMENT TASK

If a student knows in advance they will not be at school the day before or of a task - for example, due to representing the school in sport at a regional level, they must complete a “Planned Absence” form and submit it **prior** to the due date with appropriate documentation. If the task is a hand in task, it must be submitted electronically (see no 5 above). If the task is an in-class task or a formal examination, an alternate time will be negotiated when the form has been submitted to the Deputy Principal.

Note: Parents should avoid planning holidays during school terms, and in particular during assessment or exam periods. Alternative arrangements for assessments due to holiday plans may not be granted, and only at the Principal’s discretion.

9. ILLNESS/MISADVENTURE AFFECTING PERFORMANCE IN ASSESSMENT TASK

Where a student feels that illness or misadventure has affected their performance in a task, they should complete an “Illness, Accident or Misadventure” form and submit it to the Deputy Principal with supporting documentation, usually a medical certificate which clearly indicates that the student was unwell and may not have performed to their full capacity on the date of the task. Appeal forms must be submitted within 5 days of completion of the task. No appeal will be considered after results of the assessment task have been distributed to students. If the appeal is upheld, consideration will be given to the student’s mark at the completion of the course at which time the mark **may** be adjusted if the student appears to have underperformed relative to their other tasks. If the illness/misadventure appeal is not upheld, the student’s mark remains unchanged.

10. LONG TERM HEALTH AND /OR PERSONAL ISSUES AFFECTING PERFORMANCE

The illness/misadventure appeal process described in no 9 above is NOT intended for use for students with longer term health or other personal or family issues. These students are supported through counselling and / or learning support within the school, including in some cases access to “disability provisions” for assessment tasks. The careers advisor will also assist these students in special access schemes for university entry.

11. MISREADING EXAM TIMETABLE / TECHNOLOGY ISSUES

Misreading an exam timetable is NOT grounds for a misadventure appeal. If a student arrives late to an exam no extra time will be given. Missing an entire exam will result in a zero mark, although the exam will be completed for feedback. It is essential that students are very aware of their exam dates and times. Printing and other technology related issues are similarly NOT grounds for a misadventure appeal.

12. SUSPENDED STUDENTS – ASSESSMENTS

If a student is suspended when an assessment task is due they may not attend school. For a hand-in task, the student must submit the task electronically (see item 5). If the task is an in-class task or exam, the student will miss the task and be required to complete the task, or an alternative task, on their return from suspension. It is the student’s responsibility to consult with the Deputy Principal on the first day that they return to school to organise a time and place for the task to be completed.

13. DISHONESTY/MALPRACTICE

Proven dishonesty or malpractice will result in a mark penalty and potentially a zero mark for the assessment task. Honest and ethical practice is clearly outlined in the “All My Own Work” program that all students have undertaken. This program covers plagiarism, copying or giving other students work, the importance of correctly acknowledging sources, cheating and copyright. If a student is deemed to have acted dishonestly or been involved in malpractice, the school may impose one or more of the following:

1. Require the student to undertake additional assessment in that subject
2. Award a reduced mark or mark of zero for the assessment
3. Refer the matter for disciplinary action
4. Notify the parents in writing

Plagiarism is the use of someone else's ideas or words as if they were your own. It is a form of academic dishonesty, and carries heavy penalties.

Examples of plagiarism include:

- Copying another student's work.
- Producing an assignment in conjunction with another person when independent work is required.
- Copying or quoting another source without acknowledging the source.
- Paraphrasing another person's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained, without acknowledging the source of paraphrase (Note: extensive paraphrasing, even when acknowledged, is not advisable)

14. DISABILITY PROVISIONS FOR ASSESSMENT TASKS

Disability provisions may be granted to students by NESA if they have a proven learning or other condition that impacts on their ability to successfully perform in assessment tasks (further information is available from the Head Teacher Learning Support). If a student has been granted disability provisions then they may receive those provisions for their school assessment tasks. The student should notify their teacher as soon as notification of a task is given so that arrangements can be made.

15. APPEALING THE FINAL RANK ORDER IN A COURSE or QUERYING THE RESULT OF AN ASSESSMENT TASK

After students have completed their final HSC exam they are able to view their internal assessment rank in each course as provided by the school via the NESA website using their NESA "Students Online" pin. They will also have been provided their rank on an ongoing basis by their teachers throughout the course.

Students who consider that their placement in the order of merit for any course is not correct, on the basis of feedback on their performance during the course, may seek a school review, based on one or more of the following:

- a) Prescribed weightings were not followed
- b) The procedures indicated by the school were not followed
- c) Clerical or computational errors occurred.

Students may NOT appeal on the basis of teacher's professional judgement of the worth of individual performance in an assessment task, that is, the mark awarded.

16. NON-ASSESSMENT TASKS

All work set by the class teacher should be attempted, not just assessment tasks. One of the conditions of completing a course satisfactorily is that students must apply themselves with diligence and sustained effort to all tasks. Class work and assignment work may also be based on "Mandatory Experiences" for the course as described by the syllabus for that course and as such must be completed satisfactorily.

17. TRANSFER TO ANOTHER SCHOOL

Special provisions apply to students transferring to or from another school and these are determined by NESA. Assessment marks already awarded by a school will be transferred to the new school. Advice is available from the Deputy Principal.

VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT POLICY

Vocational Education Training (VET) courses are dual accredited courses. As with all HSC Courses, NESA procedures apply to VET Courses. Students have the opportunity to be awarded with:

- Units toward their HSC qualification
- Competencies which can lead to a statement of Attainment, Certificate I, II, III or IV which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both of these areas during each VET course.

AQF ASSESSMENT

All VET Courses are assessed under national competency standards that have been determined by industry for inclusion in the VET framework training packages. These national competency standards are regulated by the Australian Skills Quality Authority (ASQA) www.asqa.gov.au

Competency based assessment means that students work to develop the competence, skill and knowledge described in each Unit of Competency to be assessed. A student must demonstrate to a qualified assessor that they can effectively perform tasks and combinations of tasks listed, to the standard required in the appropriate VET subject unit of competence.

There is no mark awarded in competency based assessment which is used in VET subjects. Students are assessed as competent, not yet competent or not competent. Demonstrating competence means that a student can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification provided by NESA. If students are deemed not yet competent at any time, they will be given further opportunity at an agreed time to be reassessed. There are a number of competencies that may only be offered once during the course due to their:

- WHS requirements
- Inherent cost
- Time frame
- Supervision required
- Resource availability

NB VET courses are structured over a two year period and do not have a Preliminary and HSC course syllabus. This differs from non-VET courses and it must be noted that the continuum of learning is of two full years duration.

VET HSC MARKS and ASSESSMENT RESULTS

Some VET Courses allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admissions Rank (ATAR). For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school based assessment mark will be recorded.

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency.

In the case of an illness/misadventure appeal an estimated examination mark for students is submitted this mark will be used only and is generally based on the student's Trial HSC examination result.

VET WORK PLACEMENT REQUIREMENTS

Work placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 240 hour course (2 years) – a minimum of 70 hours in a workplace, 35 hours in each year to be completed by the end of term 3.

Learning in the workplace will enable students to:

- Progress towards the achievement of industry competencies
- Develop appropriate attitude towards work
- Learn a range of behaviours appropriate to the industry
- Practice skills acquired off the job in a classroom or workshop
- Develop additional skills and knowledge, including key competencies

Failure to comply with HSC mandatory workplace hours will result in N award warnings

ANCIENT HISTORY

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Spartan Society	Core	Historical Analysis	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		AH12-1 AH12-2 AH12-3 AH12-9	AH12-6 AH12-8 AH12-9 AH12-10	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6 AH12-7
Knowledge and understanding of course content	40	10	5	5	20
Historical skills in the analysis and evaluation of sources and interpretations	20		5	5	10
Historical inquiry and research	20	5	5	10	
Communication of historical understanding in appropriate forms	20	5	10	5	
Mark Value	100	20	25	25	30

BIOLOGY

OUTCOMES:

BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	Analyses and evaluates primary and secondary data and information
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	Analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Depth Study	Research	Practical/Problem Solving	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 5	Term 2 Week 8	Term 3 Week 3-4
		BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO12-12	BIO11/12-2, BIO11/12-4, BIO11/12-7, BIO12-14, BIO12_15	BIO11/12-5, BIO11/12-6, BIO11/12-7BIO12-12, BIO12-13	BIO11/12-1 – 7, BIO12-12 – 15
Skills in Working Scientifically	60	15	15	15	15
Knowledge and understanding of Course Content	40	5	10	10	15
Mark Value	100	20	25	25	30

BUSINESS STUDIES

OUTCOMES:

- H1 Critically analyses the role of business in Australia and globally
- H2 Evaluates management strategies in response to changes in internal and external influences
- H3 Discusses the social and ethical responsibilities of management
- H4 Analyses business functions and processes in large and global businesses
- H5 Explains management strategies and their impact on businesses
- H6 Evaluates the effectiveness of management in the performance of businesses
- H7 Plans and conducts investigations into contemporary business issues
- H8 Organises and evaluates information for actual and hypothetical business situations
- H9 Communicates business information, issues and concepts in appropriate formats
- H10 Applies mathematical concepts appropriately in business situations

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Marketing	Operations	Finance	Trial HSC
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		H4,H7,H8,H9	H4,H7,H8,H9	H5,H8,H9,H10	H1,H2,H3,H4,H8,H9
Knowledge and understanding	40	5	10	10	15
Stimulus based skills	20			10	10
Inquiry and research	20	10	10		
Communication	20	5	5	5	5
Mark Value	100	20	25	25	30

CHEMISTRY

OUTCOMES:

CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	Analyses and evaluates primary and secondary data and information
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	Analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Practical Task	Depth Study	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		CH11/12-1 CH11/12-4 CH11/12-5, CH11/12-6 CH11/12-7, CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-1 CH11/12-2 CH11/12-3, CH11/12-7, CH12-14	CH11/12-2 CH11/12-3 CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7 CH12-12, CH12-13 CH12-14, CH12-15
Skills in Working Scientifically	60	10	15	20	15
Knowledge and understanding	40	10	5	15	10
Mark Value	100	20	20	35	25

COMMUNITY & FAMILY STUDIES

OUTCOMES:

- 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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Independent Research Project	Groups in Context	Parenting and Caring	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 5	Term 2 Week 5	Term 3 Week 3-4
		H4.1,H4.2	H1.1, H2.2, H2.3,H3.1,H3.3,H4.1,H 4.2, H5.1,H6.2	H2.1,H2.3,H3.2,H3.4,H 5.1, H5.2,H6.1	H1.1, H2.1,H2.2, H2.3,H3.1,H3.2,H3.3,H 3.4,H4.1,H4.2, H5.1,H6.1,H6.2
Knowledge and Understanding of course content	40	10	10	10	10
Skills in critical thinking research, research methodology, analysing & and communicating	60	10	15	15	20
Mark Value	100	20	25	25	30

DANCE

OUTCOMES:

- H1.1 Understands dance from artistic, aesthetic and cultural perspectives through movement and in written and oral form
- H1.2 Performs, composes and appreciates dance as an artform
- H1.3 Appreciates and values dance as an artform through the interrelated experiences of performing, composing and appreciating dances
- H1.4 Acknowledges and appreciates the relationship of dance and other media
- H2.1 Understands performance quality, interpretation and style relating to dance performance
- H2.2 Performs dance skills with confidence, commitment, focus, consistency, performance quality and with due consideration for safe dance practices
- H2.3 Values the diversity of dance performance
- H3.1 Identifies and selects the appropriate elements of composition/choreography in response to a specific concept/intent
- H3.2 Demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent
- H3.3 Recognises and values the role of dance in achieving individual expression.
- H3.4 Explores, applies and demonstrates the combined use of compositional principles and technological skills in a personal style in response to a specific concept/intent
- H4.1 Understands the concept of differing artistic, social and cultural contexts of dance
- H4.2 Recognises, analyses and evaluates the distinguishing features of major dance works
- H4.3 Utilises the skills of research and analysis to examine dance as an artform
- H4.4 Demonstrates in written and oral form, the ability to analyse and synthesise information when making discriminating judgments about dance
- H4.5 Acknowledges that the artform of dance is enhanced through reflective practice, study and evaluation.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Research and written responses	Performance of Dances and Journals	Core Composition in progress	Trial HSC Practical
		Term 4 Week 8	Term 1 Week 4	Term 2 Week 4	Term 3 Week 1
		Apprec: H4.2, H4.3, H4.4	Perf: H2.1, H2.2 H2.3 Major - *	Comp: H3.1, H3.2, H3.3, H3.4	Trials: H1.1, H1.2, H1.3. H1.4
Performance	20		10		10
Composition	20			15	5
Appreciation	20	20			
Major Study	40		20		20
Mark Value	100	20	30	15	35

- Outcomes will vary based on the Major Study option selected

DRAMA

OUTCOMES:

- 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
- H1.8 Recognises 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 for theatre and other media
- H2.4 Appreciates the dynamics of drama as a performing art
- H2.5 Appreciates the 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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Performance Essay	Performance of scene and hand in essay.	IP and GP in progress performance	Trial HSC Exams (Practical and Theory)
		Team 4 Week 10	Term 1 Week 10-11	Term 2 Week 6	Term 3 Week 1(prac) Week 3-4 (theory)
		H1.1, H1.3, H.1.5, H.1.7, H.1.6 H2.4, H3.1, H3.2, H3.3,H3.4	H1.1, H1.2, H.1.5, H.1.7, H3.1, H3.2, H3.3. H3.4, H3.5	H1.2, H1.4, H1.5, H1.8, H2.1, H2.2, H2.3, H2.5 H3.2, H3.3	H1.1, H1.2, H1.3, H1.4, H1.5, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5
Making	40	10		20	10
Performing	30	5	10	5	10
Critically	30	5	10	5	10
Mark Value	100	20	20	30	30

EARTH AND ENVIRONMENTAL SCIENCE

OUTCOMES:

EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	Analyses and evaluates primary and secondary data and information
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES12-12	Describes and evaluates the models that show the structure and development of the Earth over its history
EES12-13	Describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
EES12-14	Analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
EES12-15	Describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Data Collection and Analysis	Depth Study Presentation	Article Review	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 7	Term 3 Week 3-4
		EES11/12-4, EES11/12 5, EES12-13	EES11/12-2, EES11/12-3, EES11/12-7	EES11/12-1 EES12-14, EES12-15	EES11/12- 6, EES12-12, EES12-14, EES12-15
Skills in Working Scientifically	60	15	20	10	15
Knowledge and understanding of Course Content	40	5	5	15	15
Mark Value	100	20	25	25	30

ECONOMICS

OUTCOMES:

- H1 Demonstrates understanding of economic terms, concepts and relationships
- H2 Analyses the economic role of individuals, firms, institutions and governments
- H3 Explains the role of markets within the global economy
- H4 Analyses the impact of global markets on the Australian and global economies
- H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
- H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
- H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
- H8 Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts
- H9 Selects and organises information from a variety of sources for relevance and reliability
- H10 Communicates economic information, ideas and issues in appropriate forms
- H11 Applies mathematical concepts in economic contexts
- H12 Works independently and in groups to achieve appropriate goals in set timelines

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Short Answer	Research Task	Extended Response	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 6	Term 3 Week 3-4
		H7, H9,H10,H12	H2-3, H9, H10-12	H1, H8, H11	H1-8, H10, H11
Knowledge and Understanding	40	10	5	10	15
Stimulus-based skills	20			15	5
Inquiry and Research	20		20		
Communication	20	10			10
Mark Value	100	20	25	25	30

ENGLISH ADVANCED

OUTCOMES:

EA12-1	Independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-22	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-5	Thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-6	Investigates and evaluates the relationships between texts
EA12-7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-9	Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal	Written Task	Written Task	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		EA12-2, EA12-3, EA12-9	EA12-1, EA12-6	EA12-4, EA12-5	EA12-1, EA12-7, EA12-8
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
Mark Value	100	20	30	30	20

ENGLISH EALD

OUTCOMES:

EAL12-1A	Responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL12- 1B	Communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
EAL12-2	Uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL12-3	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
EAL12-4	Applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL12-5	Thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-6	Investigates and evaluates the relationships between texts
EAL12-7	Integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-8	Analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-9	Reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Reading and Writing Task Module A: Texts and Human Experiences	Multimodal Task Module B: Language, Identity and Culture	Writing Portfolio Module D: Focus on writing	Trial HSC Exam Modules A, B and C and D
		Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Week 3-4
		EAL12-1A, EAL12-3, EAL12-5, EAL12-6, EAL12-7, EAL12-8	EAL12-1A, EAL12-1B, EAL12-2, EAL12-4, EAL12-6, EAL12-7	EAL 12- 1A, EAL12-2, EAL12-3, EAL12-4, EAL12-9	EAL12-1A, EAL 12-1B, EAL 12-3 EAL 12-5, EAL 12-7, EAL 12-8
Knowledge and understanding of course content	50	15	10	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	10	15
Mark Value	100	25	25	20	30

ENGLISH EXTENSION 1

OUTCOMES:

- EE12-1 Demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 Analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 Independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 Critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE12-5 Reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Imaginative response and reflection	Presentation	Trial HSC Exam
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-4
		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5
Knowledge and Understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Mark Value	100	30	40	30

ENGLISH EXTENSION 2

OUTCOMES:

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 EEX12-2
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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Viva Voce: proposal for the major work	Report: Impact of independent research on major work	Draft version of the major work, and reflection on progress to date.
		Term 4 Week 8	Term 2 Week 3	Term 2 Week 7
		EEX12-1, EEX12-3, EEX12-4	EEX12-3, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5
Skills in the Extensive Independent Investigation	50	10	20	20
Skills in Sustained Composition	50	10	10	30
Mark Value	100	20	30	50

ENGLISH STANDARD

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Multimodal	Written Task	Written Task	Trial HSC Exam Common module Module A Module B
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		EN12-2, EN12-3, EN12-9	EN12-8, EN12-7	EN12-7, EN12-1, EN12-5	EN12-8, EN12-6, EN12-3
Knowledge and understanding of course content	50	10	15	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
Mark Value	100	20	30	30	20

ENGLISH STUDIES

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 worlds
ES12-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10	Monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Common module	Module A	All Modules	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		ES12-2, ES12-8, ES12-10	ES12-3, ES12-6, ES12-7	ES12-2, ES12-4, ES12-9	ES12-1, ES12-5
Knowledge and understanding of course content	50	15	10	15	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10	15	15	10
Mark Value	100	25	25	30	20

GEOGRAPHY

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Ecosystems at Risk	Skills Exam	Urban Places	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3-4
		H1, H2, H5, H6, H13	H1,H10, H11	H1, H3, H7, H9, H10	H1, H4, H9, H12, H13
Knowledge and understanding of course content	40	10		10	20
Geographic tools and skills	20	5	5	5	5
Geographical research and enquiry	20	5	5	5	5
Communication	20	5	5	5	5
Mark Value	100	25	15	25	35

HISTORY EXTENSION

OUTCOMES:

- HE12-1 Analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE12-2 Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE12-3 Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE12-4 Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination
		Term 1 Week 4	Term 2 Week 10	Term 3 Week 3-4
		HE12-1 HE12-2 HE12-4	HE12-1 HE12-2 HE12-3 HE12-4	HE12-1 HE12-3 HE12-4
Knowledge and understanding about significant historiographical ideas and processes	40	10	10	20
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20	30	10
Mark Value	100	30	40	30

HOSPITALITY (KITCHEN OPERATIONS)

Macquarie Park RTO 90222

Student Competency Assessment Schedule

2020

COURSE: HSC Hospitality - Kitchen Operations

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster D	Cluster E	Cluster F	Work placement	Trial HSC Exam
		Food Glorious Food	Working in Industry	Cooking in the Commercial Kitchen		
		Week: 8 Term: 4	Week: 10 Term: 1	Week: 6 Term: 3		
Code	Unit of Competency					HSC Examinable Units of Competency
SITHCCC003	Prepare and present sandwiches	X				
SITHCCC006	Prepare appetisers and salads	X				
BSBWOR203	Work effectively with others		X			
SITHIND002	Source and use information on the hospitality industry		X			
BSBSUS201	Participate in environmentally sustainable work practices		X			
SITHCCC005	Prepare dishes using basic methods of cookery			X		
SITHCCC011	Use cookery skills effectively			X		

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

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

INDUSTRIAL TECHNOLOGY

OUTCOMES:

- 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.
- H1.3 Identifies important historical development in the focus area 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 effectively 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.
- H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Task Designing and Planning Presentation	Industry Study	Project Development and Management Presentation	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Week 3-4
		H3.1, H3.2, H3.3, H5.1	H1.1, H1.3, H3.2, H6.1, H7.1, H7.2	H3.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2
Knowledge and understanding of course content	40		15	5	20
Knowledge and skills in the design, management, communication and production of a major project	60	25		25	10
Mark Value	100	22	15	30	30

INFORMATION PROCESSES AND TECHNOLOGY

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Project Management Case Study	Multimedia/ Communications Project	Trial HSC Exam	TPS/Information Systems Project
		Term 4 Week 7	Term 1 Week 6	Term 3 Week 3-4	Term 3 Week 2
		H1.2, H5.1, H6.1, H7.1	H2.2, H4.1, H6.2, H7.2	H1.1, H2.1, H3.1, H3.2, H4.1, H5.2, H6.1	H2.2, H3.2, H5.2, H6.1, H7.2
Knowledge and understanding	60	10	10	30	10
Knowledge and skills in the design and development of information systems	40		20		20
Mark Value	100	10	30	30	30

INVESTIGATING SCIENCE

OUTCOMES:

INS12-1	Develops and evaluates questions and hypotheses for scientific investigation
INS12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information
INS12-3	Conducts investigations to collect valid and reliable primary and secondary data and information
INS12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS12-5	Analyses and evaluates primary and secondary data and information
INS12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS12-12	Develops and evaluates the process of undertaking scientific investigations
INS12-13	Describes and explains how science drives the development of technologies
INS12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
INS12-15	Evaluates the implications of ethical, social, economic and political influences on science

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task/Literature Review	Practical Task	Depth Study	Trial HSC Exam
		Term 4 Week 10	Term 1 Week 6	Term 2 Week 10	Term 3 Week 3-4
		INS12-2, INS12-3, INS12-4, INS12-5	INS12-6, INS12-7, INS12-12, INS12-14	INS12-1, INS12-7, INS12-13, INS12-15,	INS12-1, INS12-4, INS12-5, INS12-6, INS12-7, INS12-12, INS12-13, INS12-14, INS12-15
Skills in working scientifically	60	10	15	25	10
Knowledge and understanding of course content	40	5	0	15	20
Mark Value	100	15	15	40	30

JAPANESE BEGINNERS

OUTCOMES:

- H1.1 Establishes and maintains communication in Japanese
- H1.2 Manipulates linguistic structures to express ideas effectively in Japanese.
- H1.3 Sequences ideas and information
- H1.4 Applies the knowledge of the culture of Japanese-speaking communities to interact appropriately.
- H2.1 Understands and interprets information in texts using a range of strategies
- H2.2 Conveys the gist of and identifies specific information in texts
- H2.3 Summarises the main points of a text
- H2.4 Draws conclusions from or justifies an opinion about a text
- H2.5 Identifies the purpose, context and audience of a text.
- H2.6 Identifies and explains aspects of the culture of Japanese-speaking communities in texts.
- H3.1 Produces texts appropriate to audience, purpose and context
- H3.2 Structures and sequences ideas and information
- H3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- H3.4 Applies knowledge of the culture of Japanese-speaking communities to the production of texts.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Speaking/Reading	Listening/Writing	Speaking	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3-4
		H1.1 – H2.6	H1.1 – H3.4	H1.1 – H1.4	H1.1-H3.4
Speaking	20	10		10	
Listening	30		20		10
Reading & Responding	30	20			10
Writing	20		10		10
Mark Value	100	30	30	10	30

JAPANESE CONTINUERS

OUTCOMES:

- H1.1 Uses a range of strategies to maintain communication
- H1.2 Conveys information appropriate to context, purpose and audience
- H1.3 Exchanges and justifies opinions and ideas.
- H1.4 Reflects on aspects of past, present and future experience
- H2.1 Applies knowledge of language structures to create original text
- H2.2 Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and /or audience.
- H2.3 Structures and sequences ideas and information
- H3.1 Conveys the gist of texts and identifies specific information.
- H3.2 Summarises the main ideas
- H3.3 Identifies the tone, purpose, context and audience
- H3.4 Draws conclusions from or justifies an opinion
- H3.5 Interprets, analyses and evaluates information
- H3.6 Infers points of view, attitude or emotions from language and context
- H4.1 Recognises and employs language appropriate to different social contexts
- H4.2 Identifies values, attitudes and beliefs of cultural significance
- H4.3 Reflects upon significant aspects of language and culture

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Speaking/Reading	Listening/Writing	Speaking	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Week 3-4
		H1.1 – H2.3	H1.1 – H3.6	H1.1 – H1.4	H1.1-H4.3
Speaking	20	10		10	
Listening & Responding	30		20		10
Reading & Responding	30	20			10
Writing	20		10		10
Mark Value	100	30	30	10	30

JAPANESE EXTENSION

OUTCOMES:

- H1.1 Discuss attitudes, opinions and ideas in Japanese.
- H1.2 Formulates and justifies a written or spoken argument in Japanese.
- H2.1 Evaluates and responds to text personally, creatively and critically.
- H2.2 Analyses how meaning is conveyed.
- H2.3 Analyses the social, political, cultural and/or literary contexts of the text that is in Japanese.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Speaking/Writing	Reading/Writing	Speaking	Trial HSC Exam
		Term 1 Week 2	Term 1 Week 10	Term 2 Week 10	Term 3 Week 3-4
		H1.1 – 2.3	H1.1 – 2.3	H1.1-2.3	H1.1-2.3
Speaking	20	10		10	
Text Analysis	40		30		10
Writing	40	20	10		10
Mark Value	100	30	40	10	20

LEGAL STUDIES

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Crime Case Study	Option 1 Research Task	Option 2 Research task	Trial HSC Exam
		Term 1 Week 2	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3-4
		H6, H7, H8	H3, H5, H8	H3, H5, H8	H4, H9, H10
Knowledge and understanding of course content	40	5	10	10	15
Analysis and evaluation	20	5	5	5	5
Inquiry and research	20	10	5	5	
Communication of legal information, issues and ideas in appropriate forms	20		5	5	10
Mark Value	100	20	25	25	30

MATHEMATICS ADVANCED

OUTCOMES:

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, and models and applies critical thinking to recognise appropriate use
MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Project/Assignment	In-class written test	In-class written test	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-4
		MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	All MA11 and MA12 outcomes
Understanding, fluency and communication	50	7.5	15	12.5	15
Problem solving, reasoning and justification	50	7.5	15	12.5	15
Mark Value	100	15	30	25	30

MATHEMATICS EXTENSION 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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		In-class written test	In-class written test	Project/Assignment	Trial HSC Exam
		Term 4 Week 9	Term 1 Week 7	Term 2 Week 6	Term 3 Week 3/4
		MA12-1, MA12-5, MA12-8, MA12-9, MA12-10 ME12-1, ME12-6, ME12-7	MA12-2, MA12-3, MA12-4, MA12-6, MA12-9, MA12-10 ME12-2, ME12-3, ME12-6, ME12-7	MA12-1, MA12-4, MA12-6, MA12-7,	All MA11, MA12, ME11 and ME12 outcomes
Understanding, fluency and communication	50	10	15	10	15
Problem-solving, reasoning and justification	50	10	15	10	15
Mark Value	100	20	30	20	30

MATHEMATICS EXTENSION 2

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		In-class written test	Project/Assignment	In-class written test	Trial HSC Exam
		Term 1 Week 6	Term 1 Week 10	Term 2 Week 6	Term 3 Week 3/4
		MEX 12-1, MEX 12-4, MEX 12-7, MEX 12-8	MEX12-1, MEX12-2, MEX 12-4, MEX12-7,MEX12-8	MEX 12-1, MEX 12-3,MEX 12-4, MEX 12-6, MEX 12-7, MEX 12-8	All MEX outcomes
Understanding, fluency and communication	50	12.5	10	12.5	15
Problem-solving, reasoning and justification	50	12.5	10	12.5	15
Mark Value	100	25	20	25	30

MATHEMATICS STANDARD 1

OUTCOMES:

MS1.12.1	Uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1.12.2	Analyses representations of data in order to make predictions and draw conclusions
MS1.12.3	Interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1.12.4	Analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1.12.5	Makes informed decisions about financial situations likely to be encountered post-school
MS1.12.6	Represents the relationships between changing quantities in algebraic and graphical forms
MS1.12.7	Solves problems requiring statistical processes
MS1.12.8	Applies network techniques to solve network problems
MS1.12.9	Chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1.12.10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Project/Assignment	In-class written test	Project/Assignment	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-4
		MS11-2, MS11-7, MS11-9, MS11-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10	All MS1-12 outcomes
Understanding, fluency and communication	50	12.5	10	12.5	15
Problem solving, reasoning and justification	50	12.5	10	12.5	15
Mark Value	100	25	20	25	30

MATHEMATICS STANDARD 2

OUTCOMES:

MS2.12.1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2.12.2	Analyses representations of data in order to make inferences, predictions and draw conclusions
MS2.12.3	Interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2.12.4	Analyses two-dimensional and three-dimensional models to solve practical problems
MS2.12.5	Makes informed decisions about financial situations, including annuities and loan repayments
MS2.12.6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2.12.7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2.12.8	Solves problems using networks to model decision-making in practical problems
MS2.12.9	Chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2.12.10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		In-class written test	Project/Assignment	In-class written test	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 8	Term 2 Week 6	Term 3 Week 3-4
		MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10, MS2-12-5, MS2-12-9, MS2-12-10	MS2-12-2, MS12-7, MS2-12-8, MS2-12-9, MS2-12-10	All MS11 and MS2-12 outcomes
Understanding, fluency and communication	50	7.5	15	12.5	15
Problem solving, reasoning and justification	50	7.5	15	12.5	15
Mark Value	100	15	30	25	30

MODERN HISTORY

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		WWII Source Analysis Task	Russia and the Soviet Union: Extended Response	Conflict in Indochina: Research Essay	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 8	Term 2 Week 10	Term 3 Week 3-4
		MH12-6, MH12-7	MH12-2, MH12-4	MH12-8, MH12-9	MH12-1, MH12-5, MH12-3
Knowledge and understanding of course content	40	5	10	10	15
Historical skills in the analysis and evaluation of sources and interpretations	20	10			10
Historical inquiry and research	20		5	15	
Communication of historical understanding in appropriate forms	20		5	5	10
Mark Value	100	15	20	30	35

MUSIC 1

OUTCOMES:

- H1 Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- H2 Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
- H3 Improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- H4 Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- H5 Critically evaluates and discusses performances and compositions
- H6 Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- H7 Understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topic studied
- H8 Identifies, recognises, experiments with, and discusses the use of technology in music
- H9 Performs as a means of self-expression & communication (not assessed)
- H10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities (not assessed)
- H11 Demonstrates a willingness to accept & use constructive criticism (not assessed)

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Core Performance & Elective 1	Core Composition & Musicology	Trial HSC Exam	Electives 2-3
		Term 1 Week 5	Term 2 Week 2	Term 3 Weeks 3-4	Term 3 Week 5
		H1, H5 and H3 or H6	H2, H3, H6, H7, H8	H4, H6, H8	H1 or H3 or H6
Performance Core	10	10			
Composition Core	10		10		
Musicology Core	10		10		
Aural Core	25			25	
Electives 1	45	15			30
Mark Value	100	25	20	25	30

MUSIC 2

OUTCOMES:

- H1 Performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
- H2 Demonstrates an understanding of the relationships between combinations of the concepts of music, by interpreting, notating, analysing, discussing, composing and evaluating combinations of musical symbols, reflecting those characteristically used in the mandatory and additional topics
- H3 Composes works focusing on a range of concepts for familiar and unfamiliar sound sources, solo, small and large ensembles, or using a variety of musical structures
- H4 Stylistically creates, improvises, arranges and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- H5 Analyses, discusses, evaluates and clearly articulates compositional processes with stylistic, historical, cultural, social and musical considerations
- H6 Discusses, constructively criticises and evaluates performances and compositions of others and self with particular reference to stylistic features of the context
- H7 Critically evaluates and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- H8 Understands the capabilities of performing media, incorporates technologies into compositions and performances as appropriate to the contexts studied
- H9 Identifies, recognises, experiments with and discusses the uses and effects of technology in music
- (H10) Performs as a means of self-expression and communication (not assessed)
- (H11) Demonstrates a willingness to participate in performance, composition, musicology and aural activities (not assessed)
- (H12) Demonstrates a willingness to accept and use constructive criticism (not assessed)

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Core Performance & Additional Topic Analysis	Composition Portfolio	Trial HSC	Elective
		Term 1 Week 5	Term 1 Week 9	Term 3 Weeks 3-4	Term 3 Week 5
		H1, H6, H7	H3, H4, H5, H6, H8	H2, H7	*H1-H9
Core Performance	20	20			
Core Composition	20		20		
Core Musicology	20	10		10	
Core Aural	20			20	
Elective	20				20
Mark Value	100	30	20	30	20

*Teacher will select appropriate outcomes based on Elective options selected by each student

MUSIC EXTENSION

OUTCOMES: (Performance **or** Composition **or** Musicology)

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

OR

- H1 Composes with highly developed technical skill and stylistic refinement demonstrating the emergence of a personal style
- H2 Leads critical evaluation and discussion sessions on all aspects of his/her own compositions and the compositions of others
- H3 Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought with regard to compositional processes, techniques and devices used, showing the emergence of a personal style
- H4 Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to works composed
- H5 Presents, discusses and evaluates the problem-solving process with regard to composition and the realisation of the composition
- H6 Critically analyses the use of musical concepts to present a personal compositional style

OR

- H1 Presents an extended essay demonstrating mastery of research, argument and data from primary and secondary sources
- H2 Leads critical evaluation and discussion sessions on all aspects of his/her own research and essay work and on the research and essays of others
- H3 Articulates sophisticated arguments supported by musical evidence and demonstrates independence of thought in the development of a hypothesis and argument in the chosen area of research
- H4 Demonstrates a sophisticated understanding of the concepts of music and their relationship to each other with reference to research undertaken and essay writing
- H5 Presents, discusses and evaluates the problem-solving process and the development and realisation of a research project
- H6 Critically analyses the use of the musical concepts to articulate their relationship to the style analysed

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Performance, Composition or Musicology	Performance, Composition or Musicology	Trial HSC Exam
		Term 1 Week 5	Term 2 Week 6	Term 3 Week 5
		H1–6*	H1–6*	H1–6*
Performance OR Composition OR Musicology		<ul style="list-style-type: none"> Performance – 2 Solo Performances and Self Evaluation Composition Portfolio – draft compositions and analysis Musicology Portfolio - portfolio with research and critical analysis 	<ul style="list-style-type: none"> Performance – Ensemble Performance and professional recordings evaluation Composition Portfolio – portfolio of draft compositions Musicology Portfolio - portfolio with development of hypothesis 	<ul style="list-style-type: none"> Performance - presentation of repertoire Composition - draft composition and portfolio Musicology - portfolio with written draft
Mark Value	100	35	30	35

*Teacher will select appropriate outcomes based on Elective options.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

OUTCOMES:

- H1 Describes the nature and justifies the choice, of Australia's health priorities
- H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 Analyses the determinants of health and health inequities.
- H4 Argues the case for health promotion based on the Ottawa Charter.
- H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 Demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)
- H7 Explains the relationship between physiology and movement potential
- H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity.
- H9 Explains how movement skill is acquired and appraised
- H10 Designs and implements training plans to improve performance
- H11 Designs psychological strategies and nutritional plans in response to individual performance needs
- H12 Analyses the influence of socio-cultural 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
- H17 Selects appropriate options and formulates strategies based on critical analysis of the factors that affect performance and safe participation.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Presentation	Test	Research and written task	Trial HSC Exam
		Term 4 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 Week 3-4
		H7, H8, H10	H 1-5, H7-11, H14-17	H 7-10, H13, H6-17	H 1-17
Knowledge and understanding of course content	40	5	10	10	15
Skills in critical thinking, research, analysis and communicating	60	10	15	20	15
Mark Value	100	15	25	30	30

PHYSICS

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Practical Investigation	Depth Study Research and Presentation	Research Task	Trial HSC Exam
		Term 4 Week 6	Term 1 Week 4	Term 2 Week 6	Term 3 Week 3-4
		PH12-1, PH12-2, PH12-3, PH12-4, PH12-7, PH12-12	PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	PH12-4, PH12-5, PH12-7, PH12-13	PH12-1, PH12-4, PH12-5, PH12-6, PH12-7, PH12-14, PH12-15
Skills in Working Scientifically	60	15	20	15	10
Knowledge and Understanding	40	5	5	10	20
Mark Value	100	20	25	25	30

SCIENCE EXTENSION

OUTCOMES:

- SE-1 Refines and applies the Working Scientifically processes in relation to scientific research
- SE-2 Analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
- SE-3 Interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
- SE-4 Uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
- SE-5 Analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
- SE-6 Analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
- SE-7 Communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Research Proposal Presentation	Scientific Method Exam	Scientific Research Report
		Term 4 Week 9	Term 1 Week 10	Term 3 Week 7
		SE-2, SE-3, SE-5, SE-7	SE-2, SE-3, SE-5, SE-7	SE-1 – SE-7
Communicating scientifically	30	15	5	10
Gathering, recording, analysing and evaluating data	35	5	20	10
Application of scientific research skills	35	10	5	20
Mark Value	100	30	30	40

SOCIETY AND CULTURE

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Continuity and Change: Research Task	Personal Interest Project: Process Task	Popular Culture: In Class Task	Trial HSC Exam
		Term 4 Week 8	Term 1 Week 4	Term 2 Week 4	Term 3 Week 3-4
		H7, H9	H6, H8, H10	H3, H5	H1, H2, H4
Knowledge and understanding of course content	50	15	5	10	20
Application and evaluation of Social and Cultural research methods	30	10	10		10
Communication of information, ideas and issues in appropriate forms	20		5	10	5
Mark Value	100	25	20	20	35

SOFTWARE DESIGN & DEVELOPMENT

OUTCOMES:

H1.1	Explains the interrelationship between hardware and software	H5.1	Applies project management techniques to maximise the productivity of the software development
H1.2	Differentiates between various methods used to construct software solutions	H5.2	Creates and justifies the need for the various types of documentation required for a software solution
H1.3	Describes how the major components of a computer system store and manipulate data	H5.3	Selects and applies appropriate software to facilitate the design and development of software solutions
H2.1	Differentiates between various methods used to construct software solutions	H6.1	Assesses the relationship between the roles of people involved in the software development cycle
H2.2	Explains the relationship between emerging technologies and software development	H6.2	Communicates the processes involved in a software solution to an inexperienced user
H3.1	Identifies and evaluates legal, social and ethical issues in a number of contexts	H6.3	Uses a collaborative approach during the software development cycle
H3.2	Constructs software solutions that address legal, social and ethical issues	H6.4	Develops effective user interfaces, in consultation with appropriate people
H4.1	Identifies needs to which software solutions are appropriate		
H4.2	Applies appropriate development methods to solve software problems		
H4.3	Applies a modular approach to implement well-structured software solutions and evaluates their effectiveness		

ASSESSMENT:

Assessment Component	Syllabus weighting	Task 1	Task 2	Task 3	Task 4
		Knowledge Test	Major Project Documentation	Major Project Implementation	Trial HSC Exam
		Term 4 Week 10	Term 2 Week 1	Term 3 Week 1	Term 3 Week 3-4
		H2.1, H2.2, H3.1	H4.2, H4.3, H5.1, H5.2	H3.2, H5.3, H6.2, H6.4	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.3, H6.1, H6.3
Knowledge and Understanding	50	20			30
Knowledge and skills in the design and development of solutions	50		20	20	10
Mark Value	100	20	20	20	40

SPORT LIFESTYLE AND RECREATION

OUTCOMES:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 Demonstrates ways to enhance safety in physical activity
- 1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 2.1 Explains the principles of skill development and training
- 2.2 Analyses the fitness requirements of specific activities
- 2.3 Selects and participates in physical activities that meet individual needs, interests and abilities
- 3.1 Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 Designs programs that respond to performance needs
- 3.6 Assesses and responds appropriately to emergency care situations
- 4.1 Plans strategies to achieve performance goals
- 4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 Demonstrates competence and confidence in movement contexts.
- 4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Practical Games and Sport Assessment	Coaching Task and Practical Application	Research and Practical Application	Trial HSC Exam
		Ongoing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 3-4
		1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1,1.3,2.1,2.2, 3.1,3.2,4.2,4.5	1.1,1.3,1.4,2.3,3.6, 4.1,4.2,4.4	1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 4.1, 4.5
Games and Sports Applications 2	54	50			4
Sports Coaching and Training	23		20		3
Outdoor Recreation	23			20	3
Mark Value	100	50	20	20	10

VISUAL ARTS

OUTCOMES:

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

ASSESSMENT:

Assessment Component	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Development of Body of Work Submission of works in progress and VAPD	Essay Extended written research response	Development of Body of Work Submission of artworks under development and VAPD	Trial HSC Exam Art Criticism and Art History Written Exam
		Term 1 Week 4	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 3-4
		H1, H3, H4	H7, H8, H10	H1, H2, H4, H5, H6	H7, H8, H9
Art Marking	50	15		25	10
Art Criticism and Art History	50	15	15	10	10
Mark Value	100	30	15	35	20



ASSESSMENT VARIATION APPLICATION (Illness, Accident or Misadventure)

Years 11 and 12



Name	Task (tick)
	<input type="checkbox"/> Hand in <input type="checkbox"/> In-class task <input type="checkbox"/> Examination period <input type="checkbox"/> Speech/performance <input type="checkbox"/> Other _____
Subject and Teacher	
Date of task	
Nature of illness/misadventure	

Did you attend/submit the task on the due date?

☐ **Yes**, but my performance was affected as follows:

☐ **No.** See the Head Teacher faculty or the Head Teacher Administration (if during an exam period) **the first school day after the medical certificate or other documentation expires** to organise an alternate time to complete task

Task will be submitted/completed on _____

Signed HT Faculty or HT Admin _____

☐ Documentation is attached (medical certificate/letter from parent etc)

Submit this form to the Deputy Principal with documentation attached.

Student Signature	Date
Parent Signature	Date

Committee Use only : Upheld (circle) Yes No	
Signed _____	Date _____
Comments _____	



ASSESSMENT VARIATION APPLICATION (Planned Absence)

Years 11 and 12

Name	Task (tick)
	<input type="checkbox"/> Hand in
Subject and Teacher	<input type="checkbox"/> In-class task
	<input type="checkbox"/> Examination period
Date of task	<input type="checkbox"/> Speech/performance
	<input type="checkbox"/> Other
Reason for variation (planned absence)	_____

See the Head Teacher Faculty for faculty task or Head Teacher Administration for examination period.

Task will be submitted/completed on _____

Signed HT Faculty or HT Admin _____

☐ Documentation is attached

Submit this form to the Deputy Principal with documentation attached.

Student Signature	Date
Parent Signature	Date

Committee Use only : Upheld (circle) Yes No	
Signed _____	Date _____
Comments _____	



ASSESSMENT VARIATION APPLICATION (Illness, Accident or Misadventure Prior to Due Date)

Years 11 and 12

Note: This form must be submitted with documentation for any student who completes or submits an assessment task on the due date and time but is absent for any periods

- the school day before (including Friday) an assessment task
- the day of an assessment task prior to the task

Name	Task (tick)
	<input type="checkbox"/> Hand in
Subject and Teacher	<input type="checkbox"/> In-class task
	<input type="checkbox"/> Examination period
Due Date of Task	<input type="checkbox"/> Speech/performance
Date/Periods Absent Prior to Task Due Date	<input type="checkbox"/> Other _____
Nature of Illness/Misadventure	

☐ Documentation is attached (medical certificate/letter from parent etc)

Submit this form to the Deputy Principal with documentation attached.

Student Signature	Date
Parent Signature	Date

Committee Use only : Upheld (circle) Yes No	
Signed _____	Date _____
Comments _____	

BLANK PAGE